DOCUMENT RESUME

ED 411 598 EA 028 642

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TITLE Women as School District Administrators: Past and Present Attitudes of Superintendents and School Board Presidents (Entire Data Base).
SPONS AGENCY American Association of School Administrators, Arlington, VA.
PUB DATE 1997-00-00
NOTE 135p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Characteristics; Educational Administration; Elementary Secondary Education; *Females; *Leadership Qualities; *Women Administrators

ABSTRACT

Recent data show a gradual increase in the number of women in administrative positions; however, women continue to be underrepresented in leadership. This paper presents findings of a study that examined the attitudes of superintendents and school board presidents toward women in educational leadership. The 1996 national survey repeated a similar 1978 survey. Five-hundred-and-thirty superintendents and 530 school board presidents received the Women as School District Administrators (WSDA) survey, and half of each group received the second survey instrument, the Science Research Associates (SRA) Opinion Survey. The combined response rate of all groups was 30 percent. Findings indicate that those responsible for hiring school district administrators were more accepting of women in educational leadership roles than they were in 1978. Respondents in 1996 expressed concern about women's emotionality, their ability to be aggressive, and their self-confidence. They viewed women as being more sensitive, conscientious, and adaptable than men, and attributed these characteristics to successful administrators. Finally, school board presidents were less accepting of women leaders than were superintendents. Contains 32 tables. (LMI)

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ED 411 598

WOMEN AS SCHOOL DISTRICT ADMINISTRATORS: PAST AND PRESENT ATTITUDES OF SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS

(Entire Data Base)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

As our schools are moving into the 21st Century, they are under continuous criticism and scrutiny. There is a cry for leadership to provide more effective as well as more efficient schools. A question that needs to be answered is "Are we taking advantage of the potential of all individuals to provide the leadership skills necessary to meet the needs of our students in the new century?" When we see the many women who have prepared or are now preparing themselves to be educational administrators and at the same time see so few in administrative positions, one has to wonder if they are not an under utilized resource.

In 1978, the American Association of School Administrators (AASA) conducted research to determine if attitudes of superintendents and school board presidents could be affecting the employment of women in administrative positions. Today AASA continues their support and encouragement of women in leadership through statements in the platform of the organization, the Women Administrators Advisory Committee, and the Women's Caucus which address issues of women in leadership. In addition, AASA provided the funding for a replication of the research conducted in 1978 to determine if and how attitudes have changed. This document is a discussion of the findings of this research.

Thanks must be extended to those who contributed to this effort. In particular I owe an expression of appreciation to E. Joe Schneider, Deputy Executive Director, AASA, for his assistance and continued support. In addition, I cannot forget Mary Reese, retired now from AASA, who provided me with the first encouragement to conduct this study. The memory of the late Effie Jones, past Associate Executive Director, AASA, also must be remembered. She provided encouragement and support for many years to women aspiring to administrative position and was the individual who directed the initial research in 1978. The Women's Caucus of AASA also endorsed these efforts. Last I must express my gratitude to Peggy Ahlstedt, graduate assistant, who assisted me in many ways and without whom I would not have been able to complete this project.

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WOMEN AS SCHOOL DISTRICT ADMINISTRATORS: PAST AND PRESENT ATTITUDES OF SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS

INTRODUCTION

Women are represented in administration in only a minority of positions. In 1909, Ella Flagg Young, Superintendent of schools in Chicago, made the following statement:

> In the near future we shall have more women than men in executive charge of the vast educational system. It is women's natural field and she is no longer satisfied to do the larger part of the work and yet be denied leadership.

This has not happened even though women represent more than sixty-five percent of the class room teachers and nearly fifty percent of the students working toward advanced degrees in educational administration. Recent data shows a gradual increase in the number of women in administrative position. However, women continue to be under represented in leadership positions.

The representation of women in administrative positions has been an ongoing concern of the American Association of School Administrators (AASA). The platform of AASA includes statements which support equal educational and employment opportunities for women as leaders in education. In 1978, AASA conducted a survey of a sample of school district superintendents and school board presidents regarding whether the attitudes of those persons responsible for hiring school district administrators could be affecting the professional opportunities for women in this field. A replication of that study has been conducted to determine how attitudes today compare to the feelings at the time of the original research. This research was supported by AASA.

METHODOLOGY

A sample was chosen from lists representing local school districts. In 1978, a September 1977 update of a Curriculum Information Center tape of all local school districts in the United States was utilized. In this current research a mailing list was obtained of all districts holding membership in the American Association of School Administrators. A stratified random sample was drawn from these lists to ensure that districts of various sizes were represented. Four different strata were determined and a random sample was chosen from each strata. The strata, the sample size by percent that each of the strata represents within the sample, and response rate for sample groups in 1978 and 1996 are shown in Table 1.

Table 1

Stratified Random Sample of Districts in Survey

Enrollment	All LEA's(%)		Superintendent Response Rate (%)		School Board President Response Rate (%)	
	1978	1996	1978	1996	1978	1996
25,000+	1.2	4.1	1.2	4.1	1.9	5.1
10,000-24,999	3.5	8.7	3.7	8.1	4.6	13.6
1,000- 9,999	41.5	44.2	47.8	52.7	50.4	48.3
0- 999	53.8	43.0	45.1	34.2	38.6	29.7
No response	___	___	2.2	.9	4.5	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Two different instruments were utilized to determine attitudes toward women as school district administrators. These were the same instruments that were used in the 1978 research. The first instrument was Women as School District Administrators (WASDA) survey. This instrument was designed to address issues specific to positions in educational administration. In addition, demographic data was requested. The second instrument was Science Research Associates Opinion Survey for Men and Women (SRA). The SRA survey was generic in its wording regarding women as employees in any occupational field.

In the current research, 530 superintendents and 530 school board presidents were mailed the WASDA survey. The response rate from the superintendents was 41.9 percent with 222 surveys being returned. There were 118 surveys returned by the school board presidents which is a response rate of 22.3 percent.

Half of each group, 265 individuals, received the second survey, the SRA instrument. The response rate from the superintendents was 32.5 percent with 86 surveys being received. The school board presidents response rate was 16.6 percent with the return of 44 surveys.

The combined response rate of all groups was 30.0 percent. A comparison between current research response rates and the original research is presented in Appendix A. Of interest

is the fact that a higher percentage of women responded in the current research than in the original research to the WASDA instrument. No comparison is possible for the SRA survey as data from the 1978 research is not available regarding gender of respondents on this part of the research.

The first mailing to the selected sample was in mid-November of 1995. In late January of 1996, a second set of instruments was sent to all non-respondents. Surveys were accepted until the first of April. This allowed 18 weeks for responses to be received.

Data was analyzed from each survey based on both position and gender of each respondent. Additional demographic data was tabulated to determine the following: a) age group, b) enrollment of school district, c) region of the United States, d) type of school district, e) highest degree held, and f) material read about gender roles.

This report focuses on data from respondents based on position and gender of respondents as this was the basis of the report from the 1978 research. A chi-square was used to determine the significance of change on each individual item with an alpha level of .01

WOMEN AS SCHOOL DISTRICT ADMINISTRATORS SURVEY

For the original research, the Women as Managers Scale: A Measure of Attitudes Toward Women in Management (WAMS) was modified with the authors permission by Effie Jones, Associate Executive Director, AASA. This modification resulted in the Women as School District Administrators Survey. Each of the 21 items focuses on one of three factors. These factors had been identified as impacting on "attitudes toward women as managers." These three factors were "a) perceived effectiveness of women functioning in a management environment, b) traditional female-specific barriers to full-time employment, and c) personality characteristics that are seen as important to success in a managerial role." (AASA, p.5) The items which are associated with each of these factors are identified in the table on Appendix B. This table provides the tabulation of responses by percentage for each individual item by response alternative.

In the 21 items are both positive and negative statements about women as managers. Five response alternatives are used: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The cluster of statements associated with each of the three factors will be discussed to assess the change which has occurred in several computations of the data that were presented in the original research. This will be followed by an analysis of individual items within each factor.

General Acceptance of Women as School District Administrators

A score of 1 to 5 was assigned to each response. A portion of the items was stated to reflect a negative perception of women in managerial roles and the others to see women in a positive role. In order to obtain a true score the negative items were reverse scored. A higher score represents a more positive attitude toward women in administrative positions.

The items which address this factor are:

Women have the objectivity required to evaluate educational situations properly.

Men and women should be given equal opportunity for participation in management training programs.

Challenging work is more important to men than it is to women.

The educational community should someday accept women in key administrative positions.

It is acceptable for women to compete with men for top position in educational administration.

It is not acceptable for women to assume leadership roles as often as men.

On the average, women administrators are less capable of contributing to an organization's overall goals than are men.

It is less desirable for women than men to have a job that requires responsibility.

Society should regard work by female administrators as being just as valuable as work by male administrators.

Women have the capability to acquire the necessary skills to be successful administrators.

With 10 items in this area, the possible score range is from 10 to 50. Aggregate data for this factor is given in Table 2. The higher the score the more the respondent is accepting of women as school district administrators. A lower score "indicates a belief that women are less likely than men to behave responsibly and objectively in this role. Further, less confidence in the ability of women to gain the necessary skills through training to become administrators is expressed by those respondents having scores toward the lower end of the potential range." (AASA, p.6)

Table 2

Aggregate Score Data: General Acceptance of Women as School District Administrators

Raw Score	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
	1978	1996	1978	1996	1978	1996	1978	1996
Mean	42.0	45.8	45.0	48.4	40.0	44.1	45.0	47.9
Median	41.0	48.0	45.0	50.0	39.0	44.0	47.0	50.0
Low individual	14.0	10.0	31.0	38.0	10.0	35.0	19.0	28.0
High individual	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0
First quartile	38.0	43.0	41.0	46.0	36.0	41.0	43.0	46.0
Third quartile	46.0	50.0	49.0	50.0	44.0	49.0	50.0	50.0

Potential range: 10-50

The mean scores in all groups in this current research are high within the possible range as in the original research. The mean score with the largest percentage increase is in the male school board president's group, 4.1 point gain. Median scores also increased with the highest

score possible of 50 occurring in both of the groups of women. Low individual scores increased in 3 of the 4 groups with one male superintendent opposing this trend and giving the lowest possible score of 10. In the 3 groups where the lowest scores increased, the greatest increase was in the group of men school board presidents. First quartile scores increased across all groups. Third quartile scores increased in the 3 groups where an increase was possible.

This data indicates that there is an increased general acceptance of women as school district administrators.

Stereotypic Feminine Barriers to Full-time Employment

The items which address this factor are:

To be a successful administrator, a woman does not have to sacrifice some of her femininity.

On the average, a woman who stays at home all the time with her children is a better mother that a woman who works outside the home at least half time.

The possibility of pregnancy does not make women less desirable administrators than men.

Women would no more allow their emotions to influence their administrative behavior than would men.

Problems associated with menstruation should not make women less desirable than men as employees.

With 5 items contributing to this factor, the possible score range is 5 to 25. Aggregate score data is shown in Table 3. A score on the low end would indicate "agreement that the traditional biological/cultural roles associated with women operate to make women less effective school district administrators. High scores on the factor either do not agree with the traditional stereotypes or do not see them as a barrier to full-time employment and effective performance." (AASA, p.7)

Table 3

Aggregate Score Data: Stereotypic Feminine barriers to Full-Time Employment

Raw Scores	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
	1978	1996	1978	1996	1978	1996	1978	1996
Mean	17.0	19.8	21.0	22.0	16.0	18.5	20.0	21.4
Median	17.0	20.0	21.0	22.5	16.0	19.0	20.0	22.0
Low individual	5.0	7.0	12.0	15.0	5.0	12.0	5.0	14.0
High individual	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
First quartile	14.0	18.0	19.0	21.0	13.0	16.0	18.0	20.0
Third quartile	20.0	22.0	24.0	25.0	18.0	21.0	23.0	24.0

Potential range: 5-25

The mean for all groups is again high within the possible range as is in the original research. There is an increase in the mean for all groups with the largest gain being among the superintendents who are men, 2.8 point gain. Median scores also increased across all groups. In the original research, the lowest possible score was given in 3 of the 4 groups with only women superintendents not giving this low score. In the current research, no group gave this score although one male superintendent did give a score of 7. Substantial gains can be seen in both groups of school board presidents with women school board presidents showing the greater increase in the lowest score given, 9 points. There was no room for increase in the highest score given in any of the groups. Both first and third quartile scores increased across all groups.

It would appear that the stereotypic feminine barriers to the employment of women are decreasing with time. However there is evidence that for a few individuals these ideas still have bearing when one looks at the low individual scores and first quartile scores. Responses to individual items, as shown in the tables at the end of this discussion, can give further insight into the responses to these specific items. (See Appendix B)

Possession by Women of the Traits of Effective School District Administrators

The items which address this factor are:

Women are not ambitious enough to be successful in the world of educational administration.

Women cannot be assertive in administrative situations that demand it.

Women are not competitive enough to be successful in the business world.

Women are less capable of learning mathematical and mechanical skills than are men.

Women cannot be aggressive in administrative situations that demand it.

Women possess the self-confidence of a good leader.

The score range on this factor is 6 to 30 with six traits needed to be effective administrators being addressed. Aggregate score data is presented in Table 4. The six barriers of ambition, assertiveness, competitiveness, mathematical and mechanical ability, aggressiveness, and self-confidence represent a limited sample of possible traits. A later discussion will address a broader range of characteristics thought to be attributes of successful administrators. "A high score on this factor indicates that the respondent does not see women as lacking in [these] traits . . . ,whereas a low score reflects a less positive view of women." (AASA, p. 8)

Table 4

Aggregate Score Data - Possession of Women of the Traits of Effective School District Administrators

Raw Score	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
	1978	1996	1978	1996	1978	1996	1978	1996
Mean	24.0	26.8	26.0	28.4	23.0	25.6	26.0	28.3
Median	24.0	28.0	26.0	30.0	24.0	25.0	26.0	29.5
Low individual	9.0	6.0	19.0	20.0	6.0	16.0	10.0	23.0
High individual	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
First quartile	22.0	24.0	23.0	28.0	21.0	24.0	24.0	27.0
Third quartile	27.0	30.0	29.0	30.0	26.0	28.0	30.0	30.0

Potential range: 6-30

As in the previous two factors, all mean and median scores have increased from the 1978 research to the present research in the categories of position and gender. However, if one examines the differences in scores between men and women in the area of lowest individual score, it is evident that there are still some men who do not see women as possessing the traits necessary for effective administrators. At least one male superintendent gave the lowest score

possible of 6 which was lower than any given in the original research. At least one male school board president gave a score just at the midpoint of possible scores. Among female respondents, the lowest score given by superintendents was 20 and among school board presidents was 23.

The preceding discussion provides aggregate data within the three factors of questions. Of further interest are the responses to individual items which are specific in nature. This allows for further understanding of attitudes of individuals which must be dealt with within the work environment. These are of interest to those applying for positions or already in administration and interested in changing positions. It also is of interest to recognize how perceptions or attitudes may or may not have changed and to what degree.

ANALYSIS OF INDIVIDUAL ITEM BY FACTOR

The table in Appendix B of the Women as School District Administrators survey provides the percentage of responses by response choice for all school board presidents and all superintendents. In parentheses following the designated position are two percentages. The first percent is the combined strongly agree and agree percentage for men. The second part is the combined strongly agree and agree percentage for women. This data is only discussed in detail with respect to the second factor, stereotypic barriers to employment of women, as this was the only factor where major differences were noted.

When an analysis was done on each individual item to determine significant change, a chi-square test of significance ($p < .01$) was utilized. Significant change was found for all but one of the items across all subgroups. (The one item that was not significant at the .01 level was significant at the .05 level.)

In the 21 items both positive and negative statements about women as managers were included. If one assumes that a response less than the appropriate extreme category for indicating acceptance of women in administration is an indication of a degree of reservation, there are still 17 to 72 percent of either superintendents or school board presidents who have a degree of reservation toward women in administrative positions as indicated by the responses to the 21 statements. It is of particular interest to discuss the data from this perspective.

General Acceptance of Women as School District Administrators

In this factor, 6 of the 10 items required a strongly agree response to indicate the full acceptance of women as school district administrators. The remaining four items would be answered strongly disagree to indicate full positive support. An analysis of change which has occurred since the original research within the two extreme response choice options of strongly agree or strongly disagree is also of interest. Again, of particular concern is the percent of superintendents and school board presidents in 1996 who do not choose the appropriate extreme choice category which is seen as an indication of a degree of reservation regarding women in an

administrative position. Tables 5 and 6 provide this data along with the wording of each individual item.

Table 5

Percentage of Superintendent and School Board Presidents Who Strongly Agree with Factor 1 Items 1978 and 1996

Item	1978	1996	% Change	% Reservation
Women have the objectivity required to evaluate educational situations properly				
Superintendents	37.6	69.4	+31.8*	30.6
School Board Presidents	31.8	57.6	+25.8*	42.4
Men and women should be given equal opportunity for participation in management training programs				
Superintendents	57.1	83.3	+26.2*	16.7
School Board Presidents	48.7	77.1	+28.4*	22.9
The educational community should someday accept women in key administrative positions				
Superintendents	45.2	70.7	+25.5*	29.3
School Board Presidents	43.0	61.9	+18.9*	38.1
It is acceptable for women to compete with men for top positions in educational administration				
Superintendents	46.0	78.8	+32.8*	21.2
School Board Presidents	38.2	64.4	+26.2*	35.6
Society should regard work by female administrators as valuable as work by male administrators				
Superintendents	45.2	77.9	+32.7*	22.1
School Board Presidents	39.2	72.9	+33.1*	27.1
Women have the capability to acquire the necessary skills to be successful administrators				
Superintendents	42.8	75.7	+32.9*	24.3
School Board Presidents	39.0	62.7	+23.7*	37.3

*$p < .01$

Table 6

Percentage of Superintendents and School Board Presidents Who Strongly Disagree with Factor 1 Items -1978 and 1996

Item	1978	1996	% Change	% Reservation
Challenging work is more important to men than to women				
Superintendents	35.3	64.0	+28.7*	36.0
School Board Presidents	28.1	60.2	+32.1*	39.8
It is not acceptable for women to assume leadership roles as often as men				
Superintendents	28.3	63.1	+34.8*	36.9
School Board Presidents	26.7	52.5	+25.8*	47.5
On the average, women administrators are less capable of contributing to an organization's goals than are men				
Superintendents	34.1	69.4	+35.3	30.6
School Board Presidents	32.6	56.8	+24.2	43.2
It is less desirable for women than men to have a job that requires responsibility				
Superintendents	32.7	71.2	+38.5*	28.4
School Board Presidents	34.5	55.1	+24.2*	44.9

*$p < .01$

It is interesting to note that of those items where strongly agree indicates acceptance of women as school district administrators, the range of percentages was from 31.8 to 57.4 percent strongly agree in 1978 and has changed to a range of 57.6 to 83.3 percent strongly agree in 1996 (Table 5). In the items where strongly disagree indicates acceptance of women as school district administrators, the range of percentages was from 26.7 to 35.3 percent range in 1978 and has changed to a range of 52.5 to 71.2 percent in 1996 (Table 6). This would support an improved attitude toward the acceptance of women as school district administrators since 1978. However it is noteworthy that there is less acceptance by school board presidents than by superintendents. On all items the percent of school board presidents indicating support in these extreme category choices is 4 to 16 percent less than the superintendents.

If one assumes that a response less than the appropriate extreme category for indicating acceptance of women in administration is an indication of a degree of reservation, there are still 22.4 to 47.5 percent of school board presidents with a degree of reservation. School board presidents are most agreeable to women having equal opportunity for training (77.1%) and least accepting of women assuming a leadership role as often as men (52.5%). School board presidents (42.4%) also have reservations regarding women having the objectivity to evaluate educational situations properly.

Among superintendents this degree of reservation is from 16.7 to 36.9 (83.3 to 63.1)percent. Like the school board presidents, superintendents are also in most agreement with women having opportunities for training (83.3 %) and least accepting of women assuming leadership roles as often as men (63.1%).

It is also interesting to note that almost one-fourth (24.3%) of the superintendents and more than one-third (37.3%) of the school board presidents have a degree of concern regarding the capability of women to acquire the necessary skills to be an administrator. The numbers indicating less than full acceptance by either superintendents or school board presidents are significant numbers when one is seeking employment.

Stereotypic Feminine Barriers to Full-time Employment

In this factor, 4 of the 5 items required a strongly agree response to indicate the nonacceptance of stereotypic feminine barriers to full-time employment of women. The remaining item would be answered strongly disagree to indicate rejection of a stereotypic barrier to full-time employment. Tables 7 and 8 provide data to analyze the change which has occurred since the original research within the two extreme response choice options and the percent in 1996 who did not choose the appropriate extreme response category. Not choosing the appropriate extreme response category is interpreted as an indication that this issue is still a barrier to full-time employment as an educational administrator.

Table 7

Percentage of Superintendents and School Board Presidents Who Strongly Agree with Factor 2 Items - 1978 and 1996

Item	1978	1996	% Change	% Still a Barrier
To be a successful administrator, a woman does not have to sacrifice some of her femininity				
Superintendents	24.2	42.8	+18.6*	57.2
School Board Presidents	18.7	34.7	+18.0*	65.3
The possibility of pregnancy does not make women less desirable administrators than men				
Superintendents	13.4	43.7	+30.3*	56.3
School Board Presidents	12.0	33.9	+21.9*	66.1
Women would no more allow their emotions to influence their administrative behavior than men would				
Superintendents	20.4	41.4	+21.0*	58.6
School Board Presidents	17.1	28.8	+11.0*	71.2
Problems associated with menstruation should not make women less desirable than men as employees				
Superintendents	28.3	63.5	+35.2*	36.5
School Board Presidents	25.9	50.8	+25.9*	49.2

*$p < .01$

Table 8

Percentage of Superintendents and School Board Presidents Who Strongly Disagree with a Factor 2 Item - 1978 and 1996

Item	1978	1996	% Change	% Still a Barrier
On the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half-time.				
Superintendents	14.2	31.1	+16.9*	68.9
School Board Presidents	12.8	28.0	+15.2*	72.0

*$p < .01$

Traditional stereotypic barriers to full-time employment by women are still influencing attitudes toward women as school district administrators. Although these barriers are less influential than in 1978, they are still an issue in 1996. As the tables above show, in only one area, problems associated with menstruation, are there more than 50 percent of the respondents (63.5%of the superintendents and 50.8% of the school board presidents) rejecting this as a concern in the acceptance of women in administration.

If one again assumes that a response less than in either one of the appropriate extreme categories is an indication of a lack of rejection of stereotypic barriers, there are still many school board presidents and superintendents who still retain this attitude. Even though there is a positive change for all statements, with the exception noted above, between 57.2 to 71.2 percent of superintendents still accept these stereotypes toward women when considering employment. In the role of school board president, this is between 49.2 and 72.0 percent. Again there is more rejection of these barriers by superintendents than by school board presidents, 3 to 12 percent.

For this factor it is interesting to also look at differences which are present based on gender within the roles of superintendent and school board president. In the original research, data was reported which indicated the combined strongly agree and agree percentages by gender and role. These have also been tabulated for the current research in Table 9.

Table 9

Percentage of Superintendents and School Board Presidents Male and Female - Who Agree/Strongly Agree with Barrier Items - 1978 and 1996

Barrier	1978			1996		
	Men	Women	Difference	Men	Women	Difference
Femininity						
Superintendents	65	88	23	77.5	85.3	7.8
School Board Presidents	61	87	26	75.0	82.3	7.8
Pregnancy						
Superintendents	44	77	33	72.2	76.5	4.3
School Board Presidents	41	71	30	52.9	82.2	29.3
Emotions						
Superintendents	58	73	15	71.1	85.3	13.6
School Board Presidents	47	74	27	64.7	80.0	25.3
Menstruation						
Superintendents	75	92	17	88.2	94.1	5.9
School Board Presidents	65	91	26	75.0	93.3	18.3
Better Mother						
Superintendents	36	4	32	19.8	8.8	11.0
School Board Presidents	47	13	34	20.6	8.9	11.7

In both 1978 and 1996, the stereotypic barriers to the employment of women as school administrators are a greater concern for men than for women. In 1978, in all but two cases which were differences for male and female superintendents (15 and 17 percent), the difference between male and female superintendents' and school board presidents' rejection of these barriers was between 23 and 34 percent.

In 1996 the differences have decreased to less than 20 percent in all but two instances. Male school board presidents still see women allowing their emotions to influence their administrative behavior and the possibility of pregnancy as factors in employing women to a greater degree than female school board presidents. Male school board presidents also consider problems associated with menstruation as a factor in employing women to be a larger issue than female school board presidents, 18.3 percent. For all stereotypic barriers in 1996, there was no

difference or less difference for these barriers to be an issue between male and female superintendents than for male and female school board presidents.

Possession by Women of the Traits of Effective School District Administrators

One of the six items in this category is stated in the positive so that a strongly agree indicates women do possess this trait without reservation. Since 5 of the 6 items are stated in the negative, these items require a strongly disagree response to indicate that women possess this trait without reservation. As for the preceding two factors, data analysis of the responses in the two extreme response choice options is presented to show the change which has occurred since 1978 as well as the percent of individuals who still have some reservations regarding women possessing these traits in Tables 10 and 11.

Table 10

Percentage of Superintendents and School Board Presidents
Who Strongly Agree with a Factor 3 Item - 1978 and 1996

Item	1978	1996	% Change	% Reservation
Women possess the self-confidence of a good leader				
Superintendents	42.8	56.8	+13.4*	43.2
School Board Presidents	39.0	49.2	+10.2*	50.8

*$p < .01$

Table 11

Percentage of Superintendents and School Board Presidents
Who Strongly Disagree with Factor 3 Items - 1978 and 1996

Item	1978	1996	% Change	% Reservation
Women are not ambitious enough to be successful in the world of educational administration				
Superintendents	41.5	73.4	+31.9*	26.6
School Board President	41.2	63.6	+22.4*	36.4
Women cannot be assertive in administrative situations that demand it				
Superintendents	31.9	66.7	+34.8*	35.3
School Board Presidents	29.4	61.0	+31.6*	39.0
Women are not competitive enough to be successful in the education world				
Superintendents	33.3	68.9	+35.6*	30.1
School Board Presidents	31.0	56.8	+25.8*	43.2
Women are less capable of learning mathematical and mechanical skills than are men				
Superintendents	34.3	59.9	+25.6*	40.1
School Board Presidents	34.2	51.7	+17.5*	48.3
Women cannot be aggressive in administrative situations that demand it				
Superintendents	34.3	68.9	+34.6*	31.1
School Board Presidents	30.7	55.1	+24.4*	44.9

*$p < .01$

Possession of self-confidence was the one item in this category where strongly agree indicates the possession of this effective trait of school district administrators (Table 10). In 1978 the strongly agree percent was 42.8 percent for superintendents and 39.0 percent school board presidents. In 1996 this has changed to 56.8 percent for superintendents and 49.2 percent for school board presidents.

For the five items stated in a negative context indicating that women do not possess these

traits, the range of percentages in the strongly disagree choice in 1978 was from 29.4 to 41.5 percent (Table 11). Although there has been an increase in the percentages in the choice in 1996, the range is greater. The range in the current research is from 51.7 to 73.4 percent.

For all six traits, school board presidents currently see women possessing these traits to a lesser degree than superintendents - from 6 to 14 (5.7 to 13.8%) percent. The trait where there is the greatest difference in perception between school board presidents and superintendents is that of aggressiveness (13%)(Table 11).

Again when looking at the percent of individuals not choosing one of the appropriate extreme categories as an indication of a degree of reservation that women do not possess these effective traits, there are superintendents and school board presidents who are of this thinking. From 26.6 to 43.2 percent of superintendents and from 36.4 to 50.8 percent of school board presidents have some degree of reservation that women do not possess these effective traits. Of the effective traits, ambition to be successful in educational administration is the trait most perceived by superintendents and by school board presidents(Table 11). The possession of self-confidence to be a good leader is the trait least attributed to women by both superintendents and school board presidents(Table 10).

The fact that superintendents and school board presidents do not see women possessing these traits should be of concern to those women seeking employment in administration.

The table in Appendix B provides a detailed tabulation of the percent of responses falling in each response category for superintendents and school board presidents. These responses do not add up to 100 percent due to nonresponse to individual items. In the original research, this nonresponse rate was from .0 to .9 percent. In the current research, the nonresponse rate was from .5 to 3.4 percent.

SRA OPINION SURVEY FOR MEN AND WOMEN

Half of the individuals in the sample group were sent both the Women As School District Administrators (WASDA) survey and the Science Research Associates Opinion Survey for Men and Women (SRA). This SRA survey is divided into 5 sections with a total of 88 items on the survey.

The first four sections of the survey are designed to assess employment characteristics of women. These four sections are titled a) work attitudes and habits, b) interest and motivation, c) temperament, and d) aptitudes, knowledge, and skills. The response categories for these sections are a) men much more than women, b) men slightly more than women, c) no difference, d) women slightly more than men, and e) women much more than men. There is a total of 68 items.

The fifth section of the instrument "attempts to assess the attitudes of respondents about employer/organizational policies toward men and women" (AASA, p.15). The five response categories for this section are a) strongly disagree, b) disagree, c) undecided, d)agree, and e) strongly agree. There are both positive and negative statements within the 20 items.

Data for the SRA survey is analyzed only on the basis of the positions of superintendent and school board president. No attempt is being made in this report to separate data by gender. This is due to the fact that no data was generated in the original research because of the small number of women in the SRA sample for the 1978 research.

ANALYSIS OF INDIVIDUAL ITEM BY TOPIC SECTION

The table in Appendix C of individual items of the Science Research Associates Survey for Men and Women (SRA) provides the percentage of responses by response choice for all school board presidents and all superintendents. In the first four of the five areas which are looking at general employment characteristics of women, the neutral choice of "no difference" would indicate that this characteristic is the same for both men and women and either gender would be considered equally for employment. On all items the shift in attitude was in this direction. However the change was only significant on 48 of these items for superintendents and on 35 items for school board presidents. Again a chi-square ($p < .01$) was utilized to determine significant change.

Because of the large number of items in this survey, only items which fall within certain parameters will be discussed. Items which show a change of nearly 20 percent or more in the "no difference" response category will be noted. Also those items where there are obvious differences in the amount of change between the opinions of superintendents and school board presidents in the "no difference" response will be cited.

Work Attitudes and Habits

There are 16 items in this area. In four of these items both the superintendents and school board presidents show an increase in the selection of the "no difference" category by nearly 20 percent or more. In two items the change in opinion is greater for superintendents and in two items the change in opinion is greater for school board presidents. These changes are shown Table 12.

In three of the first four items listed in the table above, the selection of the "no difference" category has risen to almost 70 percent and above indicating less of a difference in attitude between the employment of men and women. These changes are significant at the .01 level.

For the item "work effectively with subordinates," there is a significant change away from favoring men to seeing no difference between men and women. The change is almost 20 percentage points for both superintendents and school board presidents.

For the item "put family matters ahead of their job" there has been a shift in attitude of almost 20 percent by school board presidents and more than 20 percent by superintendents to the "no difference" choice. However, women are still seen as doing this much more than men. For superintendents in a combined "women slightly more than men/women much more the men," this is 40.5 percent. For school board presidents this total is 56.9 percent.

Superintendents are showing a more positive attitude toward women on the item "view work as a social situation" by indicating no difference based on gender 66.7 percent of the time as opposed to only 35.6 percent in 1978. The change in attitude by school board presidents is minuscule, 0.2 percent to 52.3 percent. It is felt that superintendents are much closer to more situations and would be a more accurate judge of this trait than school board presidents. However, nearly 30 percent of the superintendents along with 50 percent of the school board presidents still feel that this is a characteristic of women.

Superintendents are also showing a more positive attitude with respect to the item "work effectively with co-workers" where superintendents have chosen "no difference" 78.8 percent of the time which is a 24 percent increase and a significant change. The increase in this choice by school board presidents was 5.3 percent which is not significant. Other alternative choices were almost evenly distributed between men and women for both superintendents and school board presidents for this item.

Superintendents in the current research see women as more dependable employees than in 1978. For the two items "are often absent from work" and "are likely to quit," school board presidents have increased the choice of "no difference" by 35.5 and 43.8 percent respectively. This makes the opinion of school board presidents much more similar to superintendents than in

1978. For both groups on these two items the level of change is significant.

Table 12

Percent Change in Opinion of Work Attitudes and Habits - 1978 and 1996

Item	1978	1996	% Change
Work effectively with subordinates			
Superintendents	53.2	72.9	+19.7*
School Board Presidents`	`47.8	68.2	+20.4*
Are reliable in crisis			
Superintendents	58.6	81.2	+22.6*
School Board Presidents	52.1	72.1	+20.0*
Put family matters ahead of their job			
Superintendents	28.2	51.2	+23.0*
School Board Presidents	21.7	40.9	+19.2*
Take too much time for personal reasons			
Superintendents	50.0	73.8	+23.8*
School Board Presidents	52.1	75.0	+22.9*
View work as a social situation			
Superintendents	35.6	66.7	+31.1*
School Board Presidents	52.1	52.3	+ 0.2
Work effectively with co-workers			
Superintendents	54.8	78.8	+24.0*
School Board Presidents	65.2	70.5	+ 5.3
Are often absent from work			
Superintendents	54.3	72.9	+18.6*
School Board Presidents	30.4	65.9	+35.5*
Are likely to quit			
Superintendents	55.4	77.6	+22.2*
School Board Presidents	35.7	79.5	+43.8*

*$p < .01$

Women are still seen as being able to "accept the opposite sex as co-workers" and "care about the quality of their work" more than men. There has been significant change by superintendents in choosing "no difference" on the later item. However, at least 20 percent of both superintendents and board presidents favor women on this trait.

Men are seen as resisting new methods more than women. This has not changed significantly since 1978. Also, nearly 20 percent of superintendents and school board presidents see women as keeping up with new developments on the job more than men. This is a significant change for board presidents. Percentages supporting these opinions are in Appendix C.

Interest and Motivation

There are 14 descriptors regarding interest and motivation. For two of these items, individuals in both positions increase the selection of the "no difference" category by close to 20 percent. The increase in the selection of the "no difference" category is considerably greater for school board presidents than for superintendents in two additional items. However for both superintendents and school board presidents, the level of significance is at .01 on all four of these items as shown in Table 13.

Table 13

Percent Change in Opinion of Interest and Motivation - 1978 to 1996

Item	1978	1996	% Change
Want to get ahead			
Superintendents	46.7	65.9	+19.2*
School Board Presidents	39.1	61.4	+22.3*
Are home-oriented rather than job-oriented			
Superintendents	25.0	56.0	+31.0*
School Board Presidents	17.3	40.9	+23.6*
Set long-range goals and work toward them			
Superintendents	69.5	87.1	+17.6*
School Board Presidents	52.1	86.4	+34.3*
Like math, science, and high finance			
Superintendents	32.6	55.3	+22.7*
School Board Presidents	17.3	61.4	+44.1*

*$p < .01$

There are several additional items along with the item "set long-range goals and work toward them" where nearly 80 percent or more of both school board presidents and superintendents see no difference between men and women. Two of these items are "desire interesting and challenging work" and "want to develop their special abilities at work." On both items the selection of the "no difference" category by superintendents in 1978 was high. There was an increase in the selection of this category in 1996, but the change was not significant. However, for school board presidents the increase in the selection of "no difference" was significant on both items from 1978 to 1996. (See Appendix C for detail.)

Although there is a significant level of change on 8 of the 14 items by both superintendents and school board presidents in the choice of the "no difference" category, there are still a number of items where nearly 40 percent or more of the individuals in both positions see a difference between men and women. Men are seen as a) wanting to get ahead, b) liking math, science, and high finance, and c) preferring to work for men. Women are perceived as more home oriented rather than job oriented and liking to help others.

Men are also perceived as liking to work alone on a project, wanting increased responsibility, and needing novelty and adventure more than women. Women are seen as having a stronger desire for security than men. The item of greatest change for superintendents dealt with job orientation where there was an increase in the "no difference" category of 31 percent. For school board presidents the greatest change was 44 percent on the item "like math, science, and high finance." (See Appendix C for detail.)

Temperament

In the topic area of temperament there are 18 items. An increase in the selection of "no difference" is close to 20 percent on two of these items by both superintendents and school board presidents. Superintendents show an increase in this choice that is greater than school board presidents on three items. Board presidents show an increase in this choice that is greater than superintendents on two items. This is presented in Table 14.

Table 14

Percent Change in Opinion of Temperament - 1978 and 1996

Item	1978	1996	% Change
Are aggressive			
Superintendents	41.3	61.2	+19.9*
School Board Presidents	34.7	56.8	+22.1
Are independent and self-sufficient			
Superintendents	59.7	84.7	+25.0*
School Board Presidents	60.8	79.5	+18.7*
Are jealous			
Superintendents	52.1	70.6	+18.5*
School Board Presidents	60.3	59.1	- 1.2
Are too emotional for their jobs			
Superintendents	51.0	75.3	+24.3*
School Board Presidents	43.4	45.5	+ 2.1
Stand up under fire			
Superintendents	53.2	76.2	+23.0*
School Board Presidents	47.8	59.1	+11.3
Give up easily			
Superintendents	81.5	92.9	+11.4
School Board Presidents	73.9	97.7	+23.8
Are slightly timid rather than forward			
Superintendents	52.1	68.2	+16.1
School Board Presidents	47.8	75.0	+27.0*

*$p < .01$

Both superintendents and school board presidents have significantly improved their perception of women in the area of aggressiveness and being independent and self-sufficient. In the items addressing jealousy and emotionality, superintendents see women in a significantly more positive light than do school board presidents who have not significantly changed perception. In fact. of all of the 18 items, only in the items "give up easily" and "are slightly

timid rather than forward" do school board presidents chose the "no difference" category to a greater degree than superintendents. In all of the other 16 items, superintendents are more supportive of women than school board presidents as evidenced by choosing the "no difference" category more frequently. It is suggested that this may be the result of superintendents having more daily contact with women in administrative positions.

Even though there is an increase in the choosing of the "no difference" category, if the entire distribution of choices is studied for each item it is noted that there is a distinct attribution tendency of certain temperament descriptors to men and others to women. This tendency has remained constant from 1978 to 1996. Those descriptors attributed to women are sensitive to criticism, jealousy, too emotional about their jobs, cry easily, slightly timid rather than forward, strongly desire security and approval, warm and friendly toward others, and sensitive to others feelings. Those descriptors attributed to men are stand up under fire, hide their true feelings, competitive, self-confident, lose their tempers easily, aggressive, and narrow- minded.

Aptitudes, Knowledge, and Skills

There are 20 items to assess the employment characteristics of aptitudes, knowledge, and skills. In this topic area there are no items where both the superintendents and school board presidents increase their choice of the "no difference" category by at least 20 percent even though there is an increase in this choice on all items. What is of interest here is the fact that there are eight items where the increase in this choice by school board presidents is from nearly 10 to 20 percent greater than superintendents. These are listed in Table 15.

Table 15

Percent Change in Opinion of Aptitudes, Knowledge, and Skills - 1978 and 1996

Item	1978	1996	% Change
Approach problems rationally			
Superintendents	77.1	83.7	+ 6.6*
School Board Presidents	56.5	79.1	+22.6*
Have mathematical ability			
Superintendents	57.6	74.4	+16.8*
School Board Presidents	43.4	75.0	+31.6*
Are effective in group situations (meetings and the like)			
Superintendents	76.0	81.4	+ 5.4*
School Board Presidents	56.5	86.4	+29.9*
Get people to work together			
Superintendents	67.3	70.9	+ 3.6*
School Board Presidents	52.1	67.4	+15.3*
Understand the "big picture" of the organization			
Superintendents	57.6	83.7	+26.1*
School Board Presidents	43.4	86.0	+42.6*
Understand financial matters			
Superintendents	58.6	80.2	+21.6*
School Board Presidents	39.1	81.4	+42.3*
Make effective decisions			
Superintendents	81.5	94.2	+12.7*
School Board Presidents	73.9	95.5	+21.6*
Are capable administrators			
Superintendents	74.2	90.8	+16.6*
School Board Presidents	58.3	93.2	+34.9*

*$p < .01$

Even though in all eight of the items the change was greater for school board presidents than superintendents, this change simply brought school board presidents to a similar percentage

as that of superintendents. This would indicate that the attitude of school board presidents has gradually reached the same degree of acceptance as superintendents. In all but one of these eight items the "no difference" category was chosen almost 75 percent of the time or more.

If one looks at the last two items in Table 15, "make effective decisions" and "are capable administrators," it is interesting to note the choice of the "no difference" option is above 90 percent. The change in this option as a choice is an increase of between 12.7 to 34.9 percent since 1978. The greatest change, 34.9 percent, is of the school board presidents' perception of there being no difference between men and women as capable administrators.

When the entire distribution is studied for all 20 items in this topic area, it is evident that several of the aptitudes, knowledge and skills listed are attributed to women more than to men. These items are those that address verbal ability, accuracy and precision, good at detail work, ability to get people to work together, clerical aptitude, and social skills and tact. Men more than women are seen as possessing the ability to negotiate contracts effectively, having mechanical aptitude, understanding financial matters, and having mathematical ability.

Organizational Policies

There are 20 items which"[attempt] to assess the attitudes of respondents about employer/organizational policies toward men and women." (AASA, p.15) The first 17 of these items are stated so that a response of strongly disagree/disagree would indicate that employers and organizational policies are equally favorable to both women and men. For the last three items, a strongly agree/agree choice indicates an equally favorable situation. On all of these items the response chosen indicated more favorable employer/organizational policies toward women in 1996 than in 1978. The change was significant on all 20 items for superintendents but on only nine items for school board presidents.

For purposes of discussion of this topic area, items which show a change of 20 percent or more by both superintendents and school board presidents in the combined response alternatives of strongly disagree/disagree or strongly agree/agree based on the selection which shows a positive situation will be noted. There are two items in this group. They are listed in Table 16. Also noted will be items where there is a major difference in the amount of change between superintendents and school board presidents in the selection of these alternatives. There are 8 items in this group which are shown in Table 16 and Table 17.

Table 16

Percent Change in Selection of Strongly Disagree/Disagree Responses on Organizational Policies - 1978-1996

Item	1978	1996	% Change
Women are given too many breaks here			
Superintendents	68.4	90.7	+22.3*
School Board Presidents	65.1	86.0	+20.9
Some jobs should remain "men's jobs" and other jobs should remain "women's jobs"			
Superintendents	51.0	80.2	+26.6*
School Board Presidents	37.7	74.8	+37.1*
Promotional opportunities are greater for men than for women			
Superintendents	44.5	76.7	+32.2*
School Board Presidents	30.3	41.8	+11.5
Preference is given to men over women in assigning work			
Superintendents	68.4	88.3	+19.9*
School Board Presidents	69.5	76.7	+ 7.2
Management is afraid of "women's lib"			
Superintendents	72.7	90.7	+18.0*
School Board Presidents	73.8	79.0	+ 5.2
It seems this organization is forced by law to favor women			
Superintendents	61.9	88.2	+26.3*
School Board Presidents	69.4	76.8	+ 7.4*
It would probably be disastrous if women got much control of management power here			
Superintendents	77.1	93.8	+15.9*
School Board Presidents	78.2	80.9	+ 2.7

(table continues)

Table 16 (continued)

Item	1978	1996	% Change
This organization recently has put more emphasis on training women than on training men			
Superintendents	62.9	72.1	+ 9.2*
School Board Presidents	43.4	67.4	+24.0*
Women have too much say here on policies and decisions			
Superintendents	79.2	87.2	+ 8.0*
School Board Presidents	65.1	83.3	+18.2

*$p < .01$

Table 17

Percent Change in Selection of Strongly Agree/Agree Responses on Organizational Policies 1978-1996

Item	1978	1996	%Change
A person of either sex could do my job well			
Superintendents	69.5	75.6	+ 6.1*
School Board Presidents	65.1	88.4	+23.3*

*$p < .01$

Since the original research was conducted in 1978, the percent of both superintendents and school board presidents who chose the strongly disagree/disagree (strongly agree/agree) response choices which show equal support of women has risen to 75 percent or more for both superintendents and school board presidents on all but three items. This would indicate that employer and organizational policies are more friendly toward women in 1996 than in 1978. Still there are definitely areas where there is a need for change. If the entire distribution is studied for each item, it should be noticeable that a large percentage of both superintendents and school board presidents did not chose the strongly disagree (strongly agree) response choice which would indicate a still more positive attitude toward women and a definite lack of reservation regarding support for women in administrative positions.

If the distribution is further studied for the three items where the response choice of strongly disagree/disagree is less than 75 percent by either of the response groups, further insight can be gained. For the item "promotional opportunities are greater for men than for women," 23.3 percent of superintendents and 58.2 percent of school board presidents chose undecided to strongly agree that this is true. These are not encouraging figures when women are seeking an equal opportunity in obtaining administrative positions.

For the item "this organization recently has put more emphasis on training women than on training men," nearly 30 percent of superintendents (27.9 percent) and school board presidents (32.6 percent) chose undecided to strongly agree. This would seem to indicate a slight preference toward providing opportunities for women.

The third item, "some jobs here should remain 'men's jobs' and other jobs should remain 'women's jobs'," merits further discussion. This item shows the greatest percent change from the 1978 research in the choice of strongly disagree/disagree. There was a 26.6 percent increase for superintendents and a 37.1 percent increase for school board presidents. Although this would indicate a much more receptive attitude toward the equal capabilities of men and women, there are still nearly 20 percent of the superintendents (19.8 percent) and 25 percent of the school board presidents (25.6 percent) who are undecided to strongly agree with this belief. Evidently there are some jobs women (men) should not do in the minds of some school district employers.

Appendix C provides a detailed tabulation of the responses for each item by both superintendents and school board presidents for each response category. These responses do not add up to 100 percent due to nonresponse to individual items. The nonresponse rate is from 0.0 to 2.1 percent.

CHARACTERISTICS OF RESPONDENTS

The Women as School District Administrators (WASDA) survey included several items regarding information about the respondents. The questions are in three areas: a) personal and professional information, b) information about their school districts, and c)opinion questions.

Comparisons will be made between the samples for the 1978 research and the current research when data is available. Discussion will note similarities and differences between the samples as shown in Tables 18 through 31.

Personal and Professional Information

The information requested included the position of respondents and the length of time in position. Additional questions determined geographic location, gender, age, ethnicity, educational level, marital status, and Title IX and gender awareness activities.

Position of Respondents

The sample size in 1978 was a total of 4190 superintendents and school board presidents. In 1996 the sample size chosen was 1060. In 1978, 4 out of 5 respondents was a superintendent. This ratio changed in 1996 to two out of three respondents in the position of superintendent as shown in Table 18.

Table 18

Position of Respondents

	1978		1996	
	N	%	N	%
Superintendent	1691	81.9	224	65.3
School Board President	374	18.1	119	34.7

Length of Time in Position

The length of time men have been in the position of superintendent has increased since 1978 as shown in Table 19. Women have also held the position of superintendent for longer periods of time in the current research. This is particularly evident in the range of "6 to 9 years" and "10 or more years" categories. For male school board presidents, they are also tending to be

in the position longer now than in 1978. This trend is not as strong for female board presidents.

Table 19

Years Served in Position

Years	Superintendents				School Board Presidents			
	Male		Female		Male		Female	
	1978	1996	1978	1996	1978	1996	1978	1996
1 year	7.5	6.4	25.0	20.6	2.2	2.9	2.2	4.4
2 years	7.7	4.8	16.7	8.8	6.3	1.5	7.6	6.7
3 years	6.6	3.2	2.1	11.8	9.3	11.8	9.8	15.6
4 years	6.2	4.8	20.8	0.0	7.4	4.4	10.9	8.9
5 years	5.5	5.3	4.2	11.8	10.4	10.3	15.2	4.4
6 to 9 years	17.5	19.3	12.5	23.5	30.9	26.5	38.0	38.9
10 or more years	43.0	48.1	8.3	20.6	28.3	38.2	12.0	20.2
No response	6.0	8.0	10.4	2.9	5.2	4.4	4.3	8.8

Geographic Distribution of Respondents

The geographic distribution of the respondents in 1996 is as shown below in Table 20.

Table 20

Geographic Distribution

Region	All		Superintendents		School Board Presidents	
	N	%	N	%	N	%
West	56	16.3	34	15.3	21	17.8
North Central	134	39.1	88	39.6	46	39.0
South Central	60	17.5	36	16.2	24	20.3
Northeast	53	15.5	38	17.1	14	11.9
Southeast	35	10.2	24	10.8	11	9.3
No response	5	1.5	2	.9	2	.9

A comparison between the geographic distribution in 1978 and 1996 could not be made as the states considered to be in each region was not indicated in the original research. For this study the states in each of the five designated regions are as follows:

West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

North Central - Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

South Central - Arkansas, Kansas, Kentucky, Missouri, Mississippi, Oklahoma, Tennessee, Texas.

Northeast - Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

Southeast - Alabama, Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia.

Gender of Respondents

Table 21 reveals that a larger percentage of the respondents were female in both the positions of superintendent and school board president in 1996 than in 1978.

Table 21

Gender of Respondents

	Superintendents				School Board Presidents			
	1978		1996		1978		1996	
Gender	N	%	N	%	N	%	N	%
Male	1610	95.2	187	84.2	269	71.9	68	57.6
Female	48	2.8	34	15.3	93	24.9	45	38.1
No response	33	2.0	1	.5	12	3.2	5	4.2

The percent of female superintendents responding to this research is greater than the percent of superintendents in the total school districts in the country. Research published in The American School Board Journal (Bushweller, 1996) indicates that 11.0 percent of the superintendents were female.

Age of Respondents

When comparing the percentage of school board presidents and superintendents who are 50 and older, there is little change between the two sets of research data for school board presidents. In 1978, 36.4 percent of the school board presidents were 50 or over and in 1996 this is 39.0 percent. This is not true for superintendents. In 1978, 43.7 percent of the superintendents were 50 or older and now in 1996 this is 60.0 percent as listed in Table 22. This is evidence of the graying of the superintendency that has been noted in other writings.

Table 22

Age of Respondents - Percent

Age	Superintendents		School Board Presidents	
	1978	1996	1978	1996
Younger than 30	9.0	0.0	1.1	0.8
30 to 39	15.6	1.8	14.4	7.6
40 to 49	39.8	38.3	48.1	52.7
50 to 59	35.9	49.1	24.3	21.2
60 or older	5.9	10.4	7.0	14.4
No response	1.9	0.5	5.1	3.4

Ethnicity of Respondents

Table 23 provides data that shows that the diversity of superintendents and of school board presidents has increased by sightly more than 5 percent. Superintendents who indicated that they were of a racial or ethnic group other than white was 2.7 percent in 1978. This increased by 5.1 percent in 1996 to 7.8 percent. The change for school board presidents was from 3.4 percent in 1978 to 9.2 percent in 1996.

Table 23

Ethnicity of Respondents - Percent

Ethnicity	Superintendents		School Board Presidents	
	1978	1996	1978	1996
Hispanic	1.1	0.9	0.5	0.0
White	94.6	92.3	91.2	85.6
African American/Black	0.4	3.6	1.6	4.2
Native American	0.7	0.9	0.8	0.8
Asian	0.1	0.5	0.0	0.0
Other nonwhite	0.4	1.9	0.5	4.2
No response	2.8	0.5	5.3	5.0

Educational Level of Respondents

The educational level of the superintendents and school board presidents with respect to the percent that have graduate degrees has remained almost constant since 1978 as evidenced in Table 24. In 1978, 96.1 percent of the superintendents held graduate degrees and 28.4 percent of school board presidents held graduate degrees. In 1996, 99.6 percent of the superintendents have graduate degrees and 28.7 percent of the school board presidents have graduate degrees. The difference, however, is in the level of degree obtained. For superintendents, those holding doctorate degrees has increased 20 percent. For school board presidents, those having more than a high school diploma has increased from 66.5 percent in 1978 to 80.4 percent in 1996. Both respondent groups have a higher level of education in 1996 than in 1978.

Table 24

Educational Level of Respondents - Percent

Educational Level	Superintendents		School Board Presidents	
	1978	1996	1978	1996
Grammar school	0.0	0.0	0.3	0.0
High school diploma	0.1	0.0	29.2	16.1
Technical school certificate	0.0	0.0	3.8	3.4
Junior college diploma	0.1	0.0	7.2	16.9
Bachelor's degree	2.2	0.0	27.1	31.4
Master's degree	40.7	21.7	18.2	10.2
6-year certificate	31.2	29.3	1.9	2.5
Doctorate	24.2	46.3	8.3	10.2
Other	----	2.3	----	5.8
No response	1.7	0.5	4.0	3.4

Marital Status of Respondents

When looking at the marital status of all superintendents and all school board presidents in Table 25, there are only minor differences between the data in 1978 and 1996. What is of particular interest is data gathered in 1996 which shows a difference in the marital status of superintendents based on gender. Of the female superintendents, 35.3 percent are single or divorce/separated. This compares to only 4.5 percent of the male superintendents. Other studies have shown similar statistics.

Table 25

Marital Status of Respondents - Percent

Marital Status	Superintendents				School Board Presidents			
	1978	1996			1978	1996		
	All	All	M	F	All	All	M	F
Single	2.6	1.8	1.8	8.8	1.6	3.4	4.4	2.2
Married	93.0	90.5	96.3	61.8	91.4	83.9	86.8	86.7
Widowed	0.7	0.5	0.5	0.0	1.3	1.7	0.0	4.4
Divorce/ Separated	2.1	6.3	2.7	26.5	2.4	7.6	8.8	6.7
No response	1.7	0.9	0.0	2.9	3.2	3.4	0.0	0.0

Title IX and Gender Awareness Activities of Respondents

As in 1978, superintendents participated in activities relating to Title IX and gender awareness to a greater extent than did school board presidents. In fact the participation in these activities by superintendents increased in the 1996 information over the participation in 1978 with the one exception. Male superintendents have not read about Title IX in 1996 as frequently as in 1978. The participation of school board presidents decreased in five of the eight areas in 1996 as compared to 1978.

Table 26

Title IX and Gender Awareness Activities of Respondents - Percent

Activity	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
	1978	1996	1978	1996	1978	1996	1978	1996
Attended a workshop on Title IX:								
Yes	65.0	66.3	37.5	61.8	27.1	23.5	34.4	26.7
No	26.0	27.8	39.6	38.2	58.4	72.1	47.3	71.1
No response	9.0	5.9	22.9	0.0	14.5	4.4	18.3	2.2
Participated in sessions about gender awareness:								
Yes	48.5	69.0	56.3	79.4	42.8	52.9	46.2	62.2
No	38.7	25.1	25.0	50.6	45.0	44.1	35.5	33.3
No response	12.8	5.9	18.8	0.0	12.3	2.9	18.3	4.4
Have read materials about Title IX:								
Yes	90.0	88.8	79.2	82.4	77.7	60.1	86.0	55.6
No	2.9	5.9	8.3	17.6	14.1	35.3	4.3	40.0
No response	7.1	5.3	12.5	0.0	8.2	4.4	9.7	4.4
Have read materials about gender awareness:								
Yes	76.0	82.4	77.1	85.3	73.2	67.6	84.9	91.1
No	14.4	11.2	8.3	11.8	17.8	26.5	7.5	6.7
No response	9.6	6.4	14.6	2.9	8.9	5.9	7.5	2.2

Characteristics of School Districts

Two questions addressed characteristics of the school districts. Information was obtained to determine both the type and size of each district.

Type of School District

The distribution by type of school district of respondents who are school board presidents is very similar in 1996 to that in 1978. For superintendents, the urban, suburban and rural

districts are represented to a greater degree in 1996 than in 1978 with the percent of small town districts having a lesser representation in 1996 than 1978

Table 27

Type of School District - Percent

Type	Superintendents 1978	Superintendents 1996	School Board Presidents 1978	School Board Presidents 1996
Urban	4.9	7.7	5.9	6.2
Suburban	18.7	25.7	20.9	18.2
Small town	38.2	22.1	44.9	45.8
Rural	38.0	41.4	28.1	26.3
No response	0.2	3.2	0.3	2.5

Enrollment of School District

Table 28

Enrollment of School District - Percent

Enrollment	Superintendents 1978	Superintendents 1996	School Board Presidents 1978	School Board Presidents 1996
25,000 or greater	1.2	4.1	1.9	5.1
10,000 to 24,999	3.7	8.1	4.6	13.6
1,000 to 9,999	47.8	52.7	50.4	48.3
999 or fewer	45.1	34.2	38.6	29.7
No response	2.2	0.9	4.6	3.3

The school districts more than 10,000 enrollment are represented to a greater degree in 1996 than in 1978 for both superintendents and school board presidents. In 1978, superintendents of school districts of more than 10,000 represented 4.9 percent of the respondents. In 1996 this was 9.2 percent. In 1978, school board presidents in districts more than 10,000 represented 6.5 percent of the respondents while in 1996 this was 18.7 percent. This increase can be attributed to

the random sample that was chosen. The percent of school districts in the 1996 sample that were more than 10,000 enrollment was 12.8 percent. In the 1978 research this size enrollment represented 4.7 percent of the sample. The impact of enrollment size on the results of this study is not known at this time because data has not been analyzed based on enrollment. The 1978 research does not include any data based on enrollment size.

Opinion Questions

Respondents were asked their opinion of Title IX legislation. They were also asked to choose characteristics of successful educational administrators.

Title IX Legislation

Table 29

Opinion of Title IX Legislation - Percent

	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
	1978	1996	1978	1996	1978	1996	1978	1996
Agree with the intent of the legislation and support government's attempt to promote equity	29.9	57.2	43.8	82.8	29.4	38.2	52.7	53.3
Agree with the intent of the legislation but feel that government intervention is inappropriate	58.1	34.8	39.6	14.7	54.6	58.8	36.6	40.4
Disagree with both the intent of the legislation and with intervention by government	6.4	3.7	6.3	2.9	11.2	2.9	6.5	4.4
No response	6.6	4.3	10.4	0.0	4.8	0.0	4.3	2.2

In 1978, female superintendents and school board presidents more than male superintendents and school board presidents supported the legislation and efforts by government to promote equity. At the same time male superintendents and school board presidents supported the legislation but not government intervention. In 1996 female superintendents (82.4 percent)

support the legislation and the efforts of government to promote equity to a much greater extent than in 1978 and also more than any other group in 1996. Male superintendents are also in greater agreement with the legislation and efforts by government in 1996 (57.2 percent) than in 1978 (28.9 percent). School board presidents support Title IX only to a small degree more than in 1978. This is shown in Table 29.

Characteristics of Successful Educational Administrators

Respondents were asked to choose five of the attributes listed on the survey that they believed were most characteristic of a successful school administrator. The list of attributes and the percent of the time each was chosen is shown in Table 30.

Table 30

Attributes of a School Administrator - Percent

	Superintendents				School Board Presidents			
	Men		Women		Men		Women	
Attributes	1978	1996	1978	1996	1978	1996	1978	1996
Adaptable	49.8	58.4	50.0	65.6	33.5	41.8	43.0	42.5
Analytical	34.7	34.7	33.0	50.0	32.0	34.3	47.3	40.0
Assertive	19.6	26.6	33.3	28.1	22.7	35.8	23.7	52.5
Conscientious	52.0	55.7	47.9	43.8	61.3	58.2	66.7	47.5
Forceful	7.9	1.7	4.2	0.0	14.9	1.5	4.3	2.5
Helpful	7.6	9.8	10.4	8.1	8.9	13.4	3.2	0.0
Independent	6.0	3.5	10.4	6.3	7.1	3.0	2.2	10.0
Loyal	17.4	12.1	8.3	18.8	20.1	20.9	14.0	2.5
Makes decisions easily	29.7	26.0	29.2	12.5	30.9	34.3	38.7	30.0
Reliable	39.9	46.2	39.6	25.0	50.2	58.2	35.5	40.0
Self-reliant	17.3	18.5	22.9	18.8	17.8	13.4	17.2	10.0
Sensitive to the needs of others	60.5	63.6	62.5	71.9	49.1	52.2	60.2	50.0
Sincere	31.3	30.6	25.0	34.4	34 .6	29.9	21.5	17.5
Sympathetic	2.0	2.9	0.0	0.0	2.6	0.0	1.1	2.5
Tactful	38.8	24.3	27.1	15.6	43.5	49.3	44.1	57.5
Understanding	20.4	22.5	6.3	0.0	27.9	16.4	17.2	20.0
Warm	3.0	2.9	2.1	3.1	1.5	0.0	1.1	2.5
Willing to take risks	26.8	58.4	22.9	68.8	13.8	19.4	17.2	40.0
Other		8.1		12.5		13.4		17.5

It is interesting to note the consistency of choice among both groups of superintendents and school board presidents from 1978 to 1996. This is shown in Table 31. Although the rankings were not the same, "conscientious" and "sensitive to the needs of others" were chosen by all groups in both surveys. Both male and female superintendents chose adaptable as a third choice in both surveys, and both male and female school board presidents chose tactful for a third choice.

In 1996, both the male and female superintendents had the same first three attributes ranked in the same order - "sensitive to the needs of others," "willing to take risks," and "adaptable." The appearance of "willing to take risks" is a change in ranking from ninth for women and for men in 1978. Since the willingness to take risks is essential for implementing change, it is wondered it there is an implication here that the superintendent today is more cognizant of the need for change.

The new attribute that appears on both lists for school board presidents in 1996 is "assertive." This attribute was ranked ninth by male school board presidents and seventh by female school board presidents in 1978.

Table 31

Five Most Frequently Selected Characteristics of Successful Educational Administrators 1978 and 1996 - Percent

Superintendents			
Men			
1978		1996	
Sensitive	60.3	Sensitive	63.6
Conscientious	51.7	**Willing to take risks***	58.4
Adaptable	49.9	Adaptable	58.4
Reliable	39.6	Conscientious	55.7
Tactful	38.4	Reliable	46.2
Women			
1978		1996	
Sensitive	60.5	Sensitive	71.9
Conscientious	52.0	**Willing to take risks**	68.8
Adaptable	49.8	Adaptable	65.6
Reliable	39.9	**Analytical**	50.0
Tactful	38.8	Conscientious	43.8
School Board Presidents			
Men			
1978		1996	
Conscientious	61.3	Conscientious	58.2
Reliable	50.2	Reliable	58.2
Sensitive	49.1	Tactful	49.3
Tactful	43.5	**Assertive**	35.8
Sincere	34.6	Sensitive	52.2
Women			
1978		1996	
Conscientious	66.7	Tactful	57.5
Sensitive	60.2	**Assertive**	52.5
Analytical	47.3	Sensitive	50.0
Tactful	44.1	Conscientious	47.5
Adaptable	43.0	Adaptable	42.5

*Characteristics which are different between 1978 and 1996 for each subgroup.

SUMMARY OF FINDINGS

A review of the findings from the Women as School District Administrators survey and the Science Research Associates Opinion Survey for Men and Women will be presented. Each survey will be discussed by separate topic or factor within the survey. Also, results from the choices of Characteristics of Successful Educational Administrators will be given.

Women as School District Administrator

Three factors were the basis for the 21 items in this survey. The factors are a) general acceptance of women as school district administrators, b) stereotypic barriers to full-time employment, and c) possession of women of the traits of effective school administrators. There was an increase in the mean score for the cluster of items associated with each factor. This would indicate that there is an increased acceptance of the potential of women as school district administrators. The mean scores were disaggregated by population subgroups which showed that there is less acceptance by school board members than by superintendents. Further the acceptance by men in either of these positions is less than by women.

When an analysis was done on each individual item to determine significant change, a chi-square test of significance ($p < .01$) was utilized. Significant change was found for all but one of the items. (The one item that was not significant at the .01 level was significant at the.05 level.)

General acceptance of women as school district administrators

If one assumes that a response less than the appropriate extreme category for indicating acceptance of women in administration is an indication of a degree of reservation, there is still for 23 to 50 percent of school board presidents with a degree of reservation depending upon the issue addressed. School board presidents are most agreeable to women having equal opportunity for training and least accepting of women assuming leadership roles as often as men.

Among superintendents this degree of reservation is from 17 to 33 percent. Superintendents are also in most agreement with women having opportunities for training and least accepting of women assuming leadership roles as often as men.

Stereotypic feminine barriers to full-time employment

The five barriers which were the basis for these questions were femininity, pregnancy, emotions, menstruation, and motherhood. There is a positive significant change for all statements in this group. However, with the exception of the barrier of menstruation, between 57 to 70 per cent of superintendents still accept these stereotypes of women when considering employment. For school board presidents, this is between 65 and 72 percent. There is more

rejection of these barriers by superintendents than by school board presidents.

In both 1978 and 1996, the stereotypic barriers to the employment of women as school administrators are of a greater concern for male superintendents and school board presidents than for female superintendents and school board presidents. However, in 1996 these differences have decreased. Male school board presidents still see women allowing their emotions to influence their administrative behavior and the possibility of pregnancy as a factor in employing women to a greater degree than female school board presidents. Male school board presidents also consider problems associated with menstruation as a factor in employing women to be a larger issue than female school board presidents. For all stereotypic barriers in 1996, there was no difference or less difference in the acceptance of these barriers between male and female superintendents than for male and female school board presidents.

Possession by Women of Traits of Effective School District Administrators

The six traits addressed are self-confidence, ambitiousness, assertiveness, competitiveness, mathematical and mechanical skill, and aggressiveness. Again there is a positive significant change for all factors. However there are still individuals who do not see women as possessing these traits.

For all six traits, school board presidents currently see women possessing these traits to a lesser degree than superintendents. From 35 to 50 percent of school board presidents and from 27 to 44 percent of superintendents have some degree of belief that some women do not posses these effective traits. Of the traits, ambition to be a successful administrator is the trait most perceived by superintendents and by school board presidents. Of the six traits in the factor, possession of self-confidence is the trait least attributed to women by both superintendents and school board presidents.

SRA Opinion Survey for Men and Women

The SRA survey was divided into five sections. The 68 statements in the first four sections were designed to assess employment characteristics of women. These four sections were titled a) work attitudes and habits, b) interest and motivation, c) temperament, and d) aptitudes, knowledge, and skills. A choice of "no difference" would indicate both men and women possess the characteristic stated in the item equally. On all items the shift in attitude was in this direction. However the change was only significant on 48 of these items for superintendents and on 35 items for school board presidents. Again a chi-square ($p < .01$) was utilized to determine significant change.

The fifth section of 20 items was an assessment of the attitudes of respondents about employer and organizational policies toward men and women. On all of these items the response chosen indicated more favorable employer/organizational policies toward women in 1996 than

in 1978. The change was significant ($p < .01$) on all 20 items for superintendents but on only nine items for school board presidents. Data was not available to make a comparison between the subpopulations of men and women from 1978 to 1996.

Work Attitudes and Habits

Although there is less difference seen in 1996 than in 1978 between the work attitudes and habits of men and women, women are still seen as putting family matters ahead of their job much more than men. For superintendents in a combined "women slightly more than men/women much more than men" this is 40.5 percent. For school board presidents this total is 56.9 percent.

Superintendents see women's attitude about the work situation in a more positive light by the indication of "no difference" in gender 66.7 percent of the time for the item "view work as a social situation." This is an increase of 30.9 percent. School board presidents made this same choice 52.3 percent of the time which was almost no change from 1978. This means that nearly 30 percent of superintendents and 50 percent of school board presidents still feel that this is a characteristic of women.

In 1996, school board presidents see women as more dependable employees. For the two items "are often absent from work" and "are likely to quit," school board presidents have increased the choice of "no difference" by 35.5 and 43.8 percent respectively.

Women are still seen as able to "accept the opposite sex as co-workers" and "care about the quality of their work" more than men. Men are seen as "resisting new methods" more than women.

Interest and Motivation

In all 14 descriptors regarding interest and motivation, there was an increase in the choice of the "no difference" category. However, there are still a number of items where 40 percent or more of the individuals in both positions see a difference between men and women. Men are seen as a) wanting to get ahead, b) liking math, science, and high finance, and c) preferring to work for men. Women are perceived as more home oriented than job oriented and liking to help others.

Temperament

Even though there is an increase in the choosing of the "no difference" category for all 18 items, if the entire distribution of choices is studied for each item it is noted that there is a distinct attribution tendency of certain temperament descriptors to men and others to women. This tendency has remained constant from 1978 to 1996. Those descriptors attributed to women

are sensitive to criticism, jealousy, too emotional about their jobs, cry easily, slightly timid rather than forward, strongly desire security and approval, warm and friendly toward others, and sensitive to others feelings. Those descriptors attributed to men are standing up under fire, hide their true feeling, competitive, self-confident, lose their tempers easily, aggressive, and narrow-minded.

Aptitudes, Knowledge, and Skills

For all 20 items, again there was an increase in the choice of "no difference" on all items. The greatest percentage of change was by school board presidents but this change simply brought school board presidents to a similar degree of acceptance as that of superintendents in 1996. This would indicate that the attitude of school board presidents has gradually reached the same degree of acceptance as superintendents in the area of aptitudes, knowledge, and skills.

A closer look at items does indicate that some items are attributed to women more than men. These items are those that address verbal ability, accuracy and precision, good at detail work, ability to get people to work together, clerical aptitude, and social skills and tact. Men more than women are seen as possessing the ability to negotiate contracts effectively and to have mechanical aptitude.

A summary of the items that are still seen as more characteristic of men or women is presented in Table 32. The detail within the responses to these items can be found in Appendix C. As has been stated, for all items there has been an increase in the selection of "no difference." However, some of the perceptions that were found in 1978 still hold in 1996 but not to the same degree.

Table 32

Characteristics Attributed More to Either Men or Women Within the SRA Survey

Men	Women
Work Attitudes and Habits	
Resist new methods	View work as a social situation
Reliable in a crisis	Absent from work
	Accept the opposite sex as a co-worker
	Likely to quit
	Keep up with new developments
	Care about quality of work
	Care about organizations reputation*
	Put family matters ahead of a job
	Take too much time off for personal reasons
Interest and Motivation	
Like to work alone on projects	Enjoy doing routine tasks
Men prefer to work for men*	Are home oriented rather than job oriented
Want to get ahead	Like to help others
Want increased responsibility	Strongly desire security
Like math, science and high finance	
Need novelty and adventure	
Temperament	
Aggressive	Sensitive to criticism
Stand up under fire*	Jealous
Cool in emergencies*	Are too emotional about jobs*
Hide true feelings	Cry easily
Are competitive	Warm and friendly toward others
Lose tempers easily	Strongly desire security and approval
Self-confident	Slightly timid rather than forward
Narrow minded	Sensitive to the feelings of others
Aptitudes, knowledge, and skills	
Have mathematical ability	Good verbal ability*
Understand financial matters	Accurate and precise
Negotiate contracts effectively	Good at detail work
Have mechanical aptitude	Get people to work together
	Have social skills and tact
	Have clerical aptitude

*Attributed more strongly by school board presidents than by superintendents.

Organizational Policies

Responses on all 20 items would indicate that organizational and employer policies are friendlier toward women in 1996 than in 1978. However, there are areas where change is still needed. For the item "promotional opportunities are greater for men than for women," 23.3 percent of superintendents and 58.2 percent of school board presidents chose undecided to strongly agree that this is true.

For another item, "some jobs here should remain 'men's jobs' and other jobs should remain 'women's jobs'," there has been change indicating a more receptive attitude toward women. However, there are still nearly 20 percent of the superintendents and 25 percent of the school board presidents who are undecided to strongly agree with this belief.

Characteristics of Successful Educational Administrators

In the demographic information section of the WASDA survey, two opinion questions were asked. On one of these questions respondents were asked to choose five and only five attributes from a list of 18 that they believed were most characteristic of a successful school administrator. Although the rankings were not the same, "conscientious" and "sensitive to the needs of others" were chosen as two of the five most frequently selected attributes in both 1978 and 1996 by all four subgroups. "Adaptable" was a third selection by male and female superintendents in 1978 and 1996.

Both subgroups of superintendents chose "willingness to take risks" as one of the five most frequently chosen attributes in 1996. Both groups of school board presidents chose "assertiveness" as one of the five most frequently chosen attributes in 1996. Neither of these attributes had appeared on 1978 lists.

CONCLUSIONS AND IMPLICATIONS

The results of this research show that the attitudes of those persons responsible for hiring school district administrators are more accepting toward women in 1996 than in 1978. This was determined from responses to the Women as School District Administrators (WASDA) survey and the Science Research Associates Opinion Survey for Men and Women (SRA).

Three factors were the basis for items in the WASDA survey. These factors focused on a) perceived effectiveness of women functioning in a management environment, b) traditional female-specific barriers to full-time employment, and c) personality characteristics that are seen as important to success in a managerial role.

The SRA survey consisted of four sections which were designed to assess employment characteristics of women. The four sections dealt with the characteristics of a) work attitudes and habits, b) interest and motivation, c) temperament, and d) aptitudes, knowledge and skills. A fifth section assessed the attitudes about employer and organizational policies toward men and women.

On all items of both surveys the change in response choices indicated a more accepting attitude toward women as school district administrators in 1996 than in 1978. However, it must be noted that as the detailed discussion of both surveys and the summary of findings has stated, there are many areas where there are still reservations regarding the capabilities of women to be school district administrators. This is more an issue with school board presidents than with superintendents. It is more of an issue for men than for women.

There are several instances where responses on the WASDA and SRA surveys are similar on items that closely parallel each other. On the WASDA survey, responses indicated that both superintendents and school board presidents, approximately 60 and 70 percent respectively, are concerned about the emotionality of women when making decisions. On the SRA survey, a characteristic used to describe temperament was "are too emotional for their jobs." Responses indicated that 25 percent of the superintendents and 55 percent of the school board presidents saw this as characteristic of women from slightly more to much more than men.

On the WASDA survey, close to 30 percent of the superintendents and 45 percent of the school board presidents had some reservations when indicating disagreement with the statement "women cannot be aggressive in administrative situations that demand it." In responding to the statement "are aggressive" on the SRA survey, approximately one-third of both the superintendents and school board presidents attributed this characteristic to men more than women. Another descriptor of temperament on the SRA survey which addresses this characteristic in the opposite way was the statement "are slightly timid rather than forward." On this statement, nearly one-third of the superintendents and one-fifth of the school board presidents attributed this characteristic to women more than men. All of these responses indicate

a concern regarding the ability of women to be aggressive when needed in administrative situations.

A trait listed on the WASDA survey that was needed to be an effective school district administrator was the possession of the self-confidence of a good leader. The responses indicated that more than 40 percent of superintendents and 50 percent of school board presidents had some reservation regarding women possessing this trait. On the SRA survey, 15 percent of the superintendents and 30 percent of the school board presidents indicated that self-confidence was more characteristic of men than of women. On both surveys, superintendents were more supportive of women than school board presidents

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Another part of the WASDA survey asked respondents to select the five attributes they thought most characterized successful school administrators. Those attributes selected are most interesting when compared to findings from the other parts of the surveys. The characteristic of "sensitive to the needs of others" was selected by all groups in both 1978 and 1996, both male and female superintendents and male and female school board presidents. It was the most frequently selected item by both male and female superintendents in 1996. Two descriptors on the SRA were very similar to "sensitive to the needs of others." These two descriptors were "like to help others" and "are sensitive to others feelings." Both descriptors were more attributed to women that to men. Another descriptor which is similar in nature is "have social skills and tact." This is also seen as a characteristic of women. The posssession of these characteristics should be an asset when selecting administrators today.

A second attribute of successful educational administrators which was selected by all groups in both 1978 and 1996 was "conscientious." An item on the SRA survey which addressed work attitudes and habits was "care about the quality of their work." Close to 70 percent of the respondents in 1978 and 80 percent of the respondents in 1996 saw no difference between men and women. What is of interest here is the fact that for all of those who saw any difference, with the exception of 1 percent of the superintendents who responded in 1978, all of the other respondents in 1978 and 1996 chose "women slightly more than men" or "women much more than men."

Another attribute chosen by male and female superintendents in both 1978 and 1996 was "adaptable." Again going to the SRA survey there were two items negatively stated which address this attribute. In the section work attitudes and habits was the item "resists new methods." Around 60 percent of the respondents saw no difference between men and women. However all but 1 or 2 percent of those who saw a difference see this to be more a characteristic of men than of women. In the section on temperament was the item "are narrow-minded." Around 80 percent of the respondents saw no difference. Those who saw a difference attributed this characteristic to men. One can draw from these responses that when differences are attributed women are seen as more open to new methods and new ideas and more adaptable than men, positive characteristics for an administrator.

It appears that women must continue to be persistent in their pursuit of positions as administrators. They are seen as possessing those characteristics which were chosen as those needed by successful educational administrators. Even though many school board presidents and superintendents have a positive attitude, women are still not being hired. This research shows that there are still individuals who are influential in the hiring of administrators who still have attitudes which do not fully support women. It is evident from this research that school board presidents hold more reservations than superintendents.

Efforts must be continued which promote and support women aspiring to be educational administrators. In particular, efforts need to be made to increase the awareness of school board presidents of the abilities and skills of women to be successful administrators. In all of the data gathered, school board presidents were less accepting of women than were superintendents. Superintendents can and must be key participants in this effort by showing their support of women, recommending women for positions and fulfilling the roles of mentor and sponsor.

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APPENDIX A

APPENDIX A

POPULATION, SAMPLE, AND SUBGROUP SIZES 1978 AND 1996

	Superintendents				School Board Presidents			
	1978		1996		1978		1996	
	N	%	N	%	N	%	N	%
Total number of public LEA's *	16,006		9,942**		16,006		9,942	
Number who were sent WASDA Surveys	2,095		530		2,095		530	
Respondents to WASDA ***	1,691	80.7	222	41.9	374	17.9	118	22.3
Men	1,610	95.2	187	84.2	269	71.9	68	57.6
Women	48	2.8	34	15.3	93	24.9	45	38.1
No Response	23	2.0	1	.5	12	3.2	5	4.2
Number who sere sent SRA Opinion Survey	200		265		200		265	
Respondents to SRA Survey	92	46.0	86	32.5	23	1.5	44	16.6
Men			71				22	
Women			14				21	

* Source: September 1977 update of Curriculum Information Center tape of all local school districts.

** Source: September 1996 mailing list of all school districts holding membership in AASA.

*** Some respondents did not answer the question *"What is your sex?"*.

APPENDIX B

Responses to Items on the WASDA Instrument - 1978 and 1996

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Women have the objectivity required to evaluate educational situations properly (1).						
1978	Superintendents (86%; 98%)	37.6%	48.5%	10.15	3.2%	0.4%
	School Board Presidents (84%; 93%)	31.8	54.0	0.4	2.7	1.9
1996*	Superintendents (93.1%; 100%)	69.4	24.8	3.2	0.9	1.8
*	School Board Presidents (98.6%; 100%)	57.6	40.7	0.8	0.0	0.0
Women are not ambitious enough to be successful in the world of educational administration (3).						
1978	Superintendents (7%; 7%)	2.2.	5.0	10.6	40.4	41.5
	School Board Presidents (4%; 7%)	1.1	3.7	8.0	45.7	41.2
1996*	Superintendents (4.2%; 5.9%)	3.2	1.8	1.4	20.3	73.4
*	School Board Presidents (1.5%; 2.2%)	2.5	0.0	2.5	30.5	63.6
Men and women should be given equal opportunity for participation in management training programs (1).						
1978	Superintendents (94%; 98%)	57.1	37.3	2.7	1.7	1.1
	School Board Presidents (90%; 100%)	48.7	43.0	4.3	2.9	1.1
1996*	Superintendents (96.8%; 94.1%)	83.3	13.1	0.9	0.5	2.3
*	School Board Presidents (97.1%; 97.8%)	77.1	19.5	0.8	0.0	1.7

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Challenging work is more important to men than it is to women (1).						
1978	Superintendents (12%; 8%)	2.9%	9.2%	15.2%	36.9%	35.3%
	School Board Presidents (20%; 6%)	4.3	12.3	15.8	39.6	28.1
1996*	Superintendents (5.3%; 2.9%)	2.3	2.7	7.7	23.0	64.0
*	School Board Presidents (4.4%; 0.0%)	0.0	2.5	5.9	30.5	60.2
Women cannot be assertive in administrative situations that demand it. (3).						
1978	Superintendents (13%; 8%)	3.9	8.8	10.7	22.2	31.9
	School Board Presidents (18%; 5%)	2.7	12.3	7.5	47.9	29.4
1996*	Superintendents (6.4%; 2.9%)	4.5	1.8	4.1	23.0	66.7
*	School Board Presidents (8.8%; 0.0%)	1.7	3.4	5.1	27.1	61.0
To be a successful administrator, a woman does not have to sacrifice some of her femininity (2).						
1978	Superintendents (65%; 88%)	24.2	41.2	9.9	19.4	5.0
	School Board Presidents (61%; 87%)	18.7	48.9	9.4	18.4	4.5
1996*	Superintendents (77.5%; 85.3%)	42.8	36.0	9.0	6.2	5.4
*	School Board Presidents (75%; 72.3%)	34.7	43.2	9.3	8.5	2.5

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The educational community should someday accept women in key administrative positions (1).						
1978	Superintendents (89%; 96%)	45.2%	43.8%	6.6%	2.0%	1.4%
	School Board Presidents (84%; 96%)	43.0	44.1	7.5	2.9	1.9
1996*	Superintendents (87.1%; 94.1%)	70.7	17.1	5.9	1.4	1.8
*	School Board Presidents (86.8%; 91.1%)	61.9	25.4	8.5	0.6	1.7
On the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half time (2).						
1978	Superintendents (36%; 4%)	13.1	21.5	27.6	23.2	14.2
	School Board Presidents (47%; 13%)	16.8	22.7	24.6	22.7	12.8
1996*	Superintendents (19.8%; 8.8%)	4.5	14.0	22.5	27.0	31.1
*	School Board Presidents (20.6%; 8.9%)	3.4	11.9	25.4	30.5	28.0
It is acceptable for women to compete with men for top positions in educational administration (1).						
1978	Superintendents (94%; 92%)	46.0	47.9	2.5	2.6	0.8
	School Board Presidents (92%; 98%)	38.2	54.5	3.5	2.4	1.1
1996*	Superintendents (96.3%; 100%)	78.8	18.0	0.5	0.5	2.3
*	School Board Presidents (95.5%; 97.7%)	64.4	31.4	0.8	0.0	0.8

*(p<.01)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Women are not competitive enough to be successful in the business world (3).						
1978	Superintendents (6%; 8%)	1.4%	5.1%	10.6%	49.4%	33.3%
	School Board Presidents (10%; 8%)	1.1	8.8	10.2	48.9	31.0
1996*	Superintendents (3.8%; 5.9%)	3.2	1.4	0.9	25.7	68.9
*	School Board Presidents (3%; 2.2%)	0.8	1.7	2.5	34.7	56.8
The possibility of pregnancy does not make women less desirable administrators than men (2).						
1978	Superintendents (44%; 77%)	13.4	31.9	17.5	30.3	6.6
	School Board Presidents (41%; 71%)	12.0	36.6	15.0	30.2	5.9
1996*	Superintendents (72.2%; 76.5%)	43.7	28.8	12.6	11.7	3.2
*	School Board Presidents (52.9%; 82.2%)	33.9	30.5	15.3	14.4	2.5
It is not acceptable for women to assume leadership roles as often as men (1).						
1978	Superintendents (15%; 15%)	2.8	12.1	11.2	45.1	28.3
	School Board Presidents (22%; 8%)	3.7	15.0	12.3	41.4	26.7
1996*	Superintendents (5.9%; 11.7%)	5.0	1.8	3.2	27.0	63.1
*	School Board Presidents (8.8%; 4.4%)	3.4	3.4	3.4	34.7	52.5

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Women would no more allow their emotions to influence their administrative behavior than would men (2).						
1978	Superintendents (58%; 73%)	20.4%	37.6%	16.3%	21.9%	3.5%
	School Board Presidents (47%; 74%)	17.1	36.9	15.5	24.3	6.1
1996*	Superintendents (71.7%; 85.3%)	41.4	32.0	11.7	12.2	2.7
*	School Board Presidents (64.7% 70%)	28.8	41.5	15.3	11.9	0.0
On the average, women administrators are less capable of contributing to an organization's overall goals than are men (1).						
1978	Superintendents (8%; 8%)	1.9	6.4	9.7	47.6	34.1
	School Board Presidents (13%; 2%)	1.3	9.4	10.2	46.3	32.6
1996*	Superintendents (2.6% 0%)	1.8	0.9	1.8	26.1	69.4
*	School Board Presidents (1.5%; 0%)	0.0	0.8	2.5	37.3	56.8
It is less desirable for women than men to have a job that requires responsibility (1).						
1978	Superintendents (7%; 15%)	1.4	5.9	10.2	49.8	32.7
	School Board Presidents (9%; 3%)	1.1	6.7	12.0	44.9	34.5
1996*	Superintendents (4.3%; 0%)	2.3	1.4	3.6	21.6	71.2
*	School Board Presidents (1.5%; 2.2%)	0.8	0.8	4.2	35.6	55.1

*(p<.01)
**(p<.05)
Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Problems associated with menstruation should not make women less desirable than men as employees (2).						
1978	Superintendents (75%; 92%)	28.3%	47.3%	11.0%	9.0%	2.9%
	School Board Presidents (65%; 91%)	25.9	46.0	11.5	12.6	3.7
1996*	Superintendents (88.2%; 94%)	63.5	25.7	5.0	2.3	3.2
*	School Board Presidents (75%; 93.3%)	50.8	31.4	8.5	5.1	1.7
Women are less capable of learning mathematical and mechanical skills than are men (3).						
1978	Superintendents (9%; 6%)	1.4	6.9	9.5	43.0	38.9
	School Board Presidents (14%; 4%)	1.9	10.2	10.2	43.3	34.2
1996*	Superintendents (5.4%; 2.9%)	2.7	2.3	8.6	26.6	59.9
*	School Board Presidents (7.4%; 2.2%)	0.8	4.2	10.2	30.5	51.7
Women cannot be aggressive in administrative situations that demand it (3).						
1978	Superintendents (8%; 6%)	1.7	6.3	8.0	49.4	34.3
	School Board Presidents (13%; 3%)	2.4	8.3	7.2	51.3	30.7
1996*	Superintendents (2.6%; 2.9%)	2.2	0.9	1.8	26.1	68.9
*	School Board Presidents (5.9%; 6.6%)	2.5	3.4	2.5	33.9	55.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

Statement		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Society should regard work by female administrators as being just as valuable as work by male administrators (1).						
1978	Superintendents (94%; 96%)	42.2%	48.6%	3.5%	1.7%	0.8%
	School Board Presidents (91%; 97%)	39.8	52.7	4.0	2.4	1.1
1996*	Superintendents (96.8%; 94.1%)	77.9	18.5	1.8	0.5	1.4
*	School Board Presidents (95.6%; 97.7)	72.9	22.9	0.8	0.0	0.8
Women possess the self-confidence of a good leader (3).						
1978	Superintendents (70%: 83%)	25.7	44.9	22.4	5.3	0.8
	School Board Presidents (64%; 82%)	22.7	45.5	22.2	7.5	1.9
1996*	Superintendents (84.4%; 100%)	56.8	29.7	9.9	1.8	1.4
*	School Board Presidents (88.2%; 95.5%)	49.2	41.5	5.1	0.8	0.8
Women have the capability to acquire the necessary skills to be successful administrators (1).						
1978	Superintendents (93%; 98%)	42.8	50.5	4.3	1.8	0.2
	School Board Presidents (89%; 97%:)	39.0	51.6	5.9	3.2	0.3
1996*	Superintendents (95.8%; 100%)	75.7	20.7	1.8	0.0	1.7
*	School Board Presidents (92.6%; 95.5%)	62.7	30.5	2.5	0.0	1.7

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APPENDIX C

Responses to Items on the SRA Instrument - 1978 and 1996

WORK ATTITUDES AND HABITS		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Resist new methods						
1978	Superintendents	3.2%	22.8%	64.1%	9.7%	0.0%
	School Board Presidents	4.3	21.7	56.5	17.3	0.0
1996	Superintendents	3.5	29.4	65.9	1.2	0.0
	School Board Presidents	4.5	31.8	61.4	2.3	0.0
View work as a social situation						
1978	Superintendents	1.0	4.3	35.8	47.8	9.7
	School Board Presidents	4.3	4.3	52.1	39.1	0.0
1996*	Superintendents	0.0	4.8	66.7	26.2	2.4
	School Board Presidents	0.0	0.0	52.3	43.2	4.5
Work effectively with superiors						
1978	Superintendents	3.2	17.3	66.3	13.0	0.0
	School Board Presidents	0.0	17.3	69.5	13.0	0.0
1996	Superintendents	1.2	12.9	74.1	10.6	1.2
	School Board Presidents	2.3	4.5	75.0	15.9	2.3

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

WORK ATTITUDES AND HABITS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Work effectively with subordinates						
1978	Superintendents	6.5%	31.5%	53.2%	7.6%	0.0%
	School Board Presidents	0.0	43.4	47.8	8.6	0.0
1996*	Superintendents	2.4	11.8	72.9	10.6	2.4
*	School Board Presidents	2.3	15.9	68.2	11.4	2.3
Work effectively with co-workers						
1978	Superintendents	3.2	33.6	54.3	8.6	0.0
	School Board Presidents	8.6	17.3	65.2	4.3	0.0
1996*	Superintendents	1.2	9.4	78.8	8.2	2.4
	School Board Presidents	2.3	15.9	70.5	9.1	2.3
Are often absent from work						
1978	Superintendents	1.0	4.3	54.3	33.6	5.4
	School Board Presidents	0.0	13.0	30.4	47.8	8.6
1996*	Superintendents	0.0	2.4	72.9	22.4	2.4
*	School Board Presidents	0.0	2.3	65.9	27.3	4.5

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

WORK ATTITUDES AND HABITS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are reliable in crises						
1978	Superintendents	3.2%	35.8%	58.6%	2.1%	0.0%
	School Board Presidents	17.3	26.0	52.1	0.0	0.0
1996*	Superintendents	1.2	12.9	81.2	2.4	2.4
*	School Board Presidents	2.3	16.3	72.1	4.7	4.7
Accept the opposite sex as co-workers						
1978	Superintendents	2.1	10.8	42.3	33.6	9.7
	School Board Presidents	0.0	8.6	52.1	34.7	0.0
1996	Superintendents	1.2	8.2	52.9	32.9	4.7
	School Board Presidents	0.0	6.8	40.9	45.5	6.8
Are likely to quit						
1978	Superintendents	0.0	7.6	55.4	29.3	6.5
	School Board Presidents	4.3	13.0	35.7	43.4	0.0
1996*	Superintendent	0.0	3.5	77.6	16.5	2.4
*	School Board Presidents	0.0	2.3	79.5	15.9	2.3

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

WORK ATTITUDES AND HABITS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Waste time by socializing						
1978	Superintendents	0.0%	4.3%	75.0%	18.4%	0.0%
	School Board Presidents	4.3	0.0	65.2	30.4	0.0
1996	Superintendents	1.2	4.8	83.3	10.7	0.0
	School Board Presidents	0.0	2.3	81.8	13.6	2.3
Keep up with new developments on the job						
1978	Superintendents	0.0	11.9	71.7	16.3	0.0
	School Board Presidents	4.3	17.3	73.9	4.3	0.0
1996	Superintendents	0.0	3.5	77.6	16.5	2.4
*	School Board Presidents	0.0	2.3	77.3	20.5	0.0
Care about the quality of their work						
1978	Superintendents	0.0	1.0	70.6	26.0	2.1
	School Board Presidents	0.0	0.0	73.9	26.0	0.0
1996*	Superintendents	0.0	0.0	80.0	14.1	5.9
	School Board Presidents	0.0	0.0	77.3	22.7	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

WORK ATTITUDES AND HABITS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Care about the organization's reputation					
1978 Superintendents	0.0%	19.5%	67.3%	11.9%	1.0%
School Board Presidents	4.3	17.3	73.9	4.3	0.0
1996* Superintendents	0.0	5.9	84.7	5.9	3.5
* School Board Presidents	0.0	9.1	75.0	15.9	0.0
Will work extra hours when needed					
1978 Superintendents	2.1	27.1	57.6	9.7	1.0
School Board Presidents	4.3	21.7	69.5	4.3	0.0
1996* Superintendents	1.2	14.1	70.6	9.4	4.7
* School Board Presidents	2.3	20.5	59.1	18.2	0.0
Put family matters ahead of their jobs					
1978 Superintendents	3.2	4.3	28.2	52.1	11.9
School Board Presidents	0.0	0.0	21.7	65.2	13.0
1996* Superintendents	3.6	4.8	51.2	39.3	1.2
* School Board Presidents	0.0	2.3	40.9	45.5	11.4

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

WORK ATTITUDES AND HABITS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Take too much time off for personal reasons					
1978 Superintendents	0.0%	5.4%	50.0%	41.3%	3.2%
School Board Presidents	0.0	0.0	52.1	30.4	17.3
1996* Superintendents	0.0	2.4	73.8	22.6	1.2
* School Board Presidents	0.0	0.0	75.0	25.0	0.0
INTEREST AND MOTIVATION					
Enjoy doing routine tasks					
1978 Superintendents	0.0	3.2	58.6	36.9	1.0
School Board Presidents	0.0	4.3	47.8	39.1	8.6
1996* Superintendents	0.0	8.2	76.5	14.1	1.2
School Board Presidents	0.0	4.5	63.6	23.5	2.3
Like to work alone on a project					
1978 Superintendents	1.0	25.0	65.2	7.6	1.0
School Board Presidents	0.0	30.4	56.5	8.6	4.3
1996* Superintendents	0.0	18.8	72.9	7.1	1.2
School Board Presidents	2.3	29.5	63.6	4.5	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

INTEREST AND MOTIVATION (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Prefer to work for men					
1978 Superintendents	7.6%	31.5%	29.3%	27.1%	1.0%
School Board Presidents	13.0	21.7	39.1	17.3	8.6
1996* Superintendents	7.1	21.2	45.9	21.2	4.7
School Board Presidents	18.2	31.8	43.2	6.8	0.0
Set long-range goals and work toward them					
1978 Superintendents	2.1	18.4	69.5	8.6	0.0
School Board Presidents	13.0	34.7	52.1	0.0	0.0
1996* Superintendents	1.2	5.9	87.1	4.7	1.2
* School Board Presidents	4.5	4.5	86.4	4.5	0.0
Want to get ahead					
1978 Superintendents	7.6	41.3	46.7	3.2	0.0
School Board Presidents	21.7	34.7	39.1	0.0	4.3
1996* Superintendents	5.9	24.7	65.9	3.5	0.0
* School Board Presidents	2.3	25.0	61.4	4.5	6.8

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

INTEREST AND MOTIVATION (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Desire interesting and challenging work					
1978 Superintendents	2.1%	10.8%	83.6%	2.1%	0.0%
School Board Presidents	4.3	21.7	69.5	4.3	0.0
1996 Superintendents	2.4	5.9	89.4	1.2	1.2
* School Board Presidents	0.0	6.8	88.6	4.5	0.0
What increased responsibility					
1978 Superintendents	6.5	33.6	50.0	9.7	0.0
School Board Presidents	17.3	17.3	52.1	8.6	4.3
1996* Superintendents	2.4	21.2	71.8	3.5	1.2
School Board Presidents	2.3	16.3	67.4	11.6	2.3
Want to develop their special abilities to work					
1978 Superintendents	2.1	10.8	75.0	10.8	1.0
School Board Presidents	8.6	13.0	78.0	0.0	0.0
1996 Superintendents	0.0	7.1	84.7	7.1	1.2
* School Board Presidents	0.0	2.3	88.6	9.1	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

INTEREST AND MOTIVATION (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Want to participate in training opportunities					
1978 Superintendents	2.1%	16.3%	63.0%	17.3%	1.0%
School Board Presidents	4.3	21.7	69.5	4.3	0.0
1996* Superintendents	1.2	3.5	80.0	11.8	3.5
* School Board Presidents	0.0	6.8	79.5	13.6	0.0
Are home-oriented rather than job-oriented					
1978 Superintendents	0.0	1.0	25.0	69.5	4.3
School Board Presidents	0.0	0.0	17.3	65.2	17.3
1996* Superintendents	0.0	0.0	56.0	42.9	4.3
* School Board Presidents	0.0	4.5	40.9	45.5	9.1
Like math, science and high finance					
1978 Superintendents	11.9	55.4	32.6	0.0	0.0
School Board Presidents	26.0	56.5	17.3	0.0	0.0
1996* Superintendents	2.4	41.2	55.3	1.2	0.0
* School Board Presidents	4.5	31.8	61.4	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

INTEREST AND MOTIVATION (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Need novelty and adventure					
1978 Superintendents	3.2%	18.4%	70.6%	7.6%	0.0%
School Board Presidents	4.3	43.4	47.8	0.0	0.0
1996 Superintendents	0.0	12.9	82.4	4.7	0.0
* School Board Presidents	0.0	27.3	65.9	6.8	0.0
Like to help others					
1978 Superintendents	0.0	1.0	63.0	33.6	2.1
School Board Presidents	0.0	4.3	43.4	39.1	13.0
1996 Superintendents	0.0	2.4	63.5	28.2	5.9
School Board Presidents	0.0	0.0	54.5	40.9	4.5
Strongly desire security					
1978 Superintendents	1.0	15.2	50.0	27.1	6.5
School Board Presidents	0.0	4.3	56.5	17.3	17.3
1996* Superintendents	1.2	7.1	72.9	18.8	0.0
* School Board Presidents	2.3	9.1	70.5	15.9	2.3

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

TEMPERAMENT		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are sensitive to criticism						
1978	Superintendents	0.0%	4.3%	50.0%	42.3%	3.2%
	School Board Presidents	0.0	0.0	39.1	34.7	26.0
1996*	Superintendents	1.2	7.1	61.2	22.4	8.2
*	School Board Presidents	0.0	0.0	50.0	47.7	2.3
Are jealous						
1978	Superintendents	0.0	1.0	52.1	39.1	7.6
	School Board Presidents	0.0	4.3	60.3	17.3	17.3
1996*	Superintendents	1.2	4.7	70.6	21.2	2.4
	School Board Presidents	2.3	4.5	59.1	29.5	4.5
Are too emotional about their jobs						
1978	Superintendents	0.0	0.0	51.0	46.7	2.1
	School Board Presidents	0.0	0.0	43.4	43.4	13.0
1996*	Superintendents	0.0	0.0	75.3	20.0	4.7
	School Board Presidents	0.0	0.0	45.5	52.3	2.3

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

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TEMPERAMENT (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are aggressive						
1978	Superintendents	4.3%	47.8%	41.3%	5.4%	0.0%
	School Board Presidents	8.6	34.7	34.7	13.0	4.3
1996*	Superintendents	3.5	30.6	61.2	4.7	0.0
	School Board Presidents	2.3	29.5	56.8	11.4	0.0
Stand up under fire						
1978	Superintendents	2.1	44.5	53.2	0.0	0.0
	School Board Presidents	43.4	30.4	47.8	0.0	4.3
1996*	Superintendents	2.4	19.0	76.2	2.4	0.0
	School Board Presidents	4.5	36.4	59.1	0.0	0.0
Keep cool in emergencies						
1978	Superintendents	3.2	34.7	58.6	2.1	0.0
	School Board Presidents	13.0	30.4	52.1	4.3	0.0
1996*	Superintendents	2.4	10.7	79.8	7.1	0.0
	School Board Presidents	2.3	25.0	68.2	4.5	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

TEMPERAMENT (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are independent and self-sufficient						
1978	Superintendents	0.0%	36.9%	59.7%	3.2%	0.0%
	School Board Presidents	8.6	30.4	60.8	0.0	0.0
1996*	Superintendents	1.2	10.6	84.7	2.4	1.2
*	School Board Presidents	2.3	11.4	79.5	6.8	0.0
Hide their true feelings						
1978	Superintendents	2.1	42.3	41.3	13.0	1.0
	School Board Presidents	8.6	39.1	30.4	17.3	4.3
1996*	Superintendents	8.3	28.6	52.4	10.7	0.0
	School Board Presidents	6.8	52.3	26.4	4.5	0.0
Are competitive						
1978	Superintendents	2.1	39.1	54.3	4.3	0.0
	School Board Presidents	8.6	8.6	78.7	4.3	0.0
1996	Superintendents	3.5	29.4	65.9	1.2	0.0
	School Board Presidents	0.0	27.3	65.9	6.8	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

TEMPERAMENT (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Give up easily						
1978	Superintendents	0.0%	1.0%	81.5%	17.3%	0.0%
	School Board Presidents	4.3	4.3	73.9	13.0	4.3
1996	Superintendents	0.0	1.2	92.9	5.9	0.0
	School Board Presidents	0.0	2.3	97.7	0.0	0.0
Cry easily						
1978	Superintendents	0.0	1.0	14.1	66.3	17.3
	School Board Presidents	4.3	0.0	4.3	47.8	34.7
1996*	Superintendents	0.0	0.0	38.8	49.4	11.8
	School Board Presidents	0.0	0.0	15.9	65.9	18.2
Lose their tempers easily						
1978	Superintendents	3.2	26.0	57.6	8.6	4.3
	School Board Presidents	4.3	39.1	47.8	0.0	8.6
1996	Superintendents	1.2	29.4	60.0	8.2	1.2
	School Board Presidents	2.3	34.1	52.3	11.4	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

TEMPERAMENT (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are self-confident						
1978	Superintendents	0.0%	33.6%	64.1%	2.1%	0.0%
	School Board Presidents	4.3	30.4	65.2	0.0	0.0
1996*	Superintendents	1.2	14.1	82.4	2.4	0.0
	School Board Presidents	0.0	29.5	70.5	0.0	0.0
Are warm and friendly toward others						
1978	Superintendents	0.0	3.2	65.2	30.4	1.0
	School Board Presidents	0.0	4.3	69.5	17.3	8.6
1996*	Superintendents	0.0	1.2	69.4	24.7	4.7
*	School Board Presidents	0.0	2.3	52.3	43.2	2.3
Strongly desire security and approval						
1978	Superintendents	0.0	3.2	63.0	32.6	1.0
	School Board Presidents	0.0	0.0	69.5	17.3	13.0
1996*	Superintendents	1.2	1.2	78.8	18.8	0.0
	School Board Presidents	0.0	6.8	75.0	18.2	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

TEMPERAMENT (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are slightly timid rather than forward						
1978	Superintendents	0.0%	3.2%	52.1%	42.3%	1.0%
	School Board Presidents	0.0	0.0	47.8	47.8	4.3
1996	Superintendents	0.0	0.0	68.2	31.8	0.0
*	School Board Presidents	0.0	2.3	75.0	22.7	0.0
Are sensitive to other people's feelings						
1978	Superintendents	0.0	4.3	48.9	44.5	2.1
	School Board Presidents	0.0	0.0	43.4	52.1	4.3
1996	Superintendents	0.0	0.0	57.1	40.5	2.1
*	School Board Presidents	0.0	2.3	38.6	50.0	9.1
Are narrow-minded						
1978	Superintendents	0.0	8.6	82.6	8.6	0.0
	School Board Presidents	0.0	4.3	82.6	13.0	0.0
1996	Superintendents	1.2	14.1	82.4	2.4	0.0
*	School Board Presidents	0.0	22.7	77.3	0.0	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Have good verbal ability					
1978 Superintendents	0.0%	0.0%	56.5%	43.4%	1.0%
School Board Presidents	0.0	0.0	86.9	8.6	4.3
1996* Superintendents	0.0	3.5	65.1	29.1	2.3
* School Board Presidents	0.0	0.0	69.8	27.9	2.3
Are accurate and precise					
1978 Superintendents	0.0	2.1	59.7	36.9	2.1
School Board Presidents	0.0	8.6	69.5	17.3	4.3
1996 Superintendents	0.0	2.3	72.1	24.4	1.2
School Board Presidents	0.0	4.5	77.3	18.2	0.0
Approach problems rationally					
1978 Superintendents	0.0	22.8	77.1	1.0	0.0
School Board Presidents	8.6	30.4	56.5	4.3	0.0
1996* Superintendents	1.2	8.1	83.7	5.8	1.2
* School Board Presidents	0.0	18.6	79.1	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

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APTITUDES, KNOWLEDGE, AND SKILLS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Have mathematical ability						
1978	Superintendents	0.0%	42.3%	57.6%	1.0%	0.0%
	School Board Presidents	8.6	43.4	43.4	4.3	0.0
1996*	Superintendents	1.2	24.4	74.4	0.0	0.0
*	School Board Presidents	0.0	25.0	75.0	0.0	0.0
Size up situations accurately						
1978	Superintendents	0.0	17.3	79.3	3.2	1.0
	School Board Presidents	4.3	26.0	69.5	0.0	0.0
1996	Superintendents	1.2	9.4	87.1	1.2	1.2
*	School Board Presidents	0.0	9.3	74.4	16.3	0.0
Are good at detail work						
1978	Superintendents	0.0	4.3	55.4	35.8	5.4
	School Board Presidents	0.0	0.0	43.4	52.1	4.3
1996	Superintendents	1.2	4.7	68.6	23.3	2.3
	School Board Presidents	0.0	0.0	59.1	40.9	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Get people to work together						
1978	Superintendents	0.0%	29.3%	67.3%	4.3%	0.0%
	School Board Presidents	8.6	26.0	52.1	13.0	0.0
1996*	Superintendents	1.2	7.0	70.9	8.6	2.3
*	School Board Presidents	0.0	2.3	67.4	30.2	0.0
Are effective in group situations (meetings & the like)						
1978	Superintendents	1.0	17.3	76.0	5.4	0.0
	School Board Presidents	8.6	21.7	56.5	13.0	0.0
1996*	Superintendents	1.2	4.7	81.4	12.8	0.0
*	School Board Presidents	2.3	0.0	86.4	11.4	0.0
Have social skills and tact						
1978	Superintendents	0.0	5.4	54.3	40.2	1.0
	School Board Presidents	0.0	8.6	56.5	34.7	0.0
1996*	Superintendents	0.0	2.3	70.9	26.7	0.0
	School Board Presidents	0.0	0.0	61.4	38.6	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Understand the "big picture" of the organization						
1978	Superintendents	2.1%	39.1%	67.6%	2.15	0.0%
	School Board Presidents	17.3	39.1	43.4	0.0	0.0
1996*	Superintendents	1.2	1.4	85.7	1.2	0.0
*	School Board Presidents	0.0	4.7	86.0	9.3	0.0
Understand financial matters						
1978	Superintendents	3.2	39.1	58.6	0.0	0.0
	School Board Presidents	13.0	47.8	39.1	0.0	0.0
1996*	Superintendents	2.3	17.4	80.2	0.0	0.0
*	School Board Presidents	0.0	18.6	81.4	0.0	0.0
Negotiate contracts effectively						
1978	Superintendents	3.2	39.1	55.5	1.0	0.0
	School Board Presidents	13.0	26.0	60.8	0.0	0.0
1996*	Superintendents	2.4	14.1	82.4	1.2	0.0
	School Board Presidents	2.3	20.5	75.0	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Hold their own in an argument						
1978	Superintendents	1.0%	20.6%	75.0%	4.3%	0.0%
	School Board Presidents	0.0	30.4	65.2	4.3	0.0
1996	Superintendents	1.1	6.9	88.5	3.4	0.0
	School Board Presidents	0.0	18.2	77.3	4.5	0.0
Have mechanical aptitude						
1978	Superintendents	7.6	68.4	25.0	0.0	0.0
	School Board Presidents	26.0	39.1	30.4	4.3	0.0
1996*	Superintendents	2.3	55.2	42.5	0.0	0.0
*	School Board Presidents	2.3	55.8	41.9	0.0	0.0
Have clerical aptitude						
1978	Superintendents	0.0	2.1	33.6	54.3	10.8
	School Board Presidents	0.0	0.0	34.7	47.8	17.3
1996*	Superintendents	0.0	2.3	53.5	40.7	3.5
	School Board Presidents	2.3	0.0	45.5	47.7	4.5

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)	Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Solve logical problems easily					
1978 Superintendents	1.0%	20.6%	76.0%	2.1%	0.0%
School Board Presidents	4.3	17.3	78.2	0.0	0.0
1996* Superintendents	1.2	5.8	91.9	1.2	0.0
School Board Presidents	0.0	14.0	86.0	0.0	0.0
Make effective decisions					
1978 Superintendents	0.0	19.5	81.5	0.0	0.0
School Board Presidents	0.0	26.0	73.9	0.0	0.0
1996* Superintendents	1.2	3.5	94.2	1.2	0.0
* School Board Presidents	0.0	4.5	95.5	0.0	0.0
Are creative and inventive					
1978 Superintendents	0.0	10.8	71.7	18.4	0.0
School Board Presidents	0.0	0.0	78.2	21.7	0.0
1996* Superintendents	0.0	1.2	81.2	17.6	0.0
School Board Presidents	0.0	2.3	86.0	11.6	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

APTITUDES, KNOWLEDGE, AND SKILLS (cont.)		Men Much More than Women	Men Slightly More than Women	No Difference	Women Slightly More than Men	Women Much More than Men
Are capable administrators						
1978	Superintendents	1.1%	23.7%	74.2%	1.1%	0.0%
	School Board Presidents	12.5	25.0	58.3	0.0	0.0
1996*	Superintendents	1.1	6.9	90.8	1.1	0.0
*	School Board Presidents	0.0	6.8	93.2	0.0	0.0
Have leadership potential						
1978	Superintendents	0.0	18.3	81.7	0.0	0.0
	School Board Presidents	8.3	20.8	66.6	0.0	0.0
1996*	Superintendents	1.1	2.3	95.4	1.1	0.0
*	School Board Presidents	0.0	11.4	84.1	4.5	0.0

ORGANIZATIONAL POLICIES		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Women are given too many breaks here						
1978	Superintendents	11.9	56.5	22.8	8.6	1.0
	School Board Presidents	17.3	47.8	26.0	8.6	0.0
1996*	Superintendents	33.7	57.0	7.0	2.3	0.0
	School Board Presidents	20.9	65.1	7.0	4.7	2.3

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Promotional opportunities are greater for men than for women						
1978	Superintendents	7.6%	36.9%	10.8%	43.4%	2.1%
	School Board Presidents	4.3	26.0	13.0	56.5	0.0
1996*	Superintendents	20.9	55.8	7.0	14.0	2.3
	School Board Presidents	11.6	30.2	14.0	39.5	4.7
This organization recently has put more emphasis on training women than on training men						
1978	Superintendents	4.3	58.6	18.4	18.4	1.0
	School Board Presidents	4.3	39.1	39.1	17.3	0.0
1996*	Superintendents	19.8	52.3	18.6	8.1	1.2
*	School Board Presidents	20.9	46.5	25.6	7.0	0.0
Women have too much say here on policies and decisions						
1978	Superintendents	9.7	69.5	15.2	5.4	1.0
	School Board Presidents	13.0	52.1	34.7	0.0	0.0
1996*	Superintendents	31.4	55.8	11.6	1.2	0.0
	School Board Presidents	21.4	61.9	16.7	0.0	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Preference is given to men over women in assigning work						
1978	Superintendents	14.1%	54.3%	20.6%	11.9%	0.0%
	School Board Presidents	13.0	56.5	17.3	13.0	0.0
1996*	Superintendents	30.2	58.1	10.5	1.2	0.0
	School Board Presidents	18.6	58.1	18.6	4.7	0.0
Women can get complaints resolved here more easily than men						
1978	Superintendents	9.7	63.0	19.5	8.6	0.0
	School Board Presidents	13.0	60.8	13.0	13.0	0.0
1996*	Superintendents	19.8	55.8	17.4	5.8	1.2
	School Board Presidents	19.0	54.8	21.4	4.8	0.0
More interesting, challenging jobs are given to women than should be						
1978	Superintendents	13.0	73.9	11.9	1.0	1.0
	School Board Presidents	8.6	73.9	17.3	0.0	0.0
1996*	Superintendents	27.9	59.3	11.6	1.2	0.0
	School Board Presidents	21.4	69.0	9.5	0.0	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
When you consider the work they do, women here are overpaid compared with men						
1978	Superintendents	25.0%	61.9%	8.6%	5.4%	0.0%
	School Board Presidents	26.0	65.2	8.6	0.0	0.0
1996*	Superintendents	39.5	50.0	5.8	2.3	2.3
	School Board Presidents	32.6	60.5	7.0	0.0	0.0
Favoritism is shown to women when it come to special development opportunities						
1978	Superintendents	19.5	58.6	16.3	6.5	0.0
	School Board Presidents	8.6	69.5	17.3	4.3	0.0
1996*	Superintendents	31.4	57.0	5.8	2.3	3.5
*	School Board Presidents	25.6	58.1	11.6	4.7	0.0
Men have to earn their breaks, while women get breaks because of their sex						
1978	Superintendents	17.3	57.6	16.3	9.7	0.0
	School Board Presidents	13.0	60.8	13.0	13.0	0.0
1996*	Superintendents	41.9	45.3	7.0	4.7	1.2
	School Board Presidents	25.6	60.5	11.6	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Management is afraid of "women's lib"						
1978	Superintendents	17.3%	55.4%	15.2%	10.8%	2.1%
	School Board Presidents	13.0	60.8	8.6	17.3	4.3
1996*	Superintendents	44.2	46.5	4.7	2.3	2.3
	School Board Presidents	20.9	58.1	16.3	4.7	0.0
It seems this organization is forced by law to favor women						
1978	Superintendents	13.0	48.9	15.2	21.7	1.0
	School Board Presidents	8.6	60.8	13.0	13.0	4.3
1996*	Superintendents	43.5	44.7	7.1	3.5	1.2
*	School Board Presidents	23.3	53.5	18.6	4.7	0.0
The married family man should always be the backbone of this organization						
1978	Superintendents	20.6	60.8	14.1	4.3	0.0
	School Board Presidents	13.0	65.2	13.0	8.6	0.0
1996*	Superintendents	43.5	45.9	7.1	2.4	1.2
*	School Board Presidents	34.9	46.5	16.3	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
It would probably be disastrous if women got much control of management power here						
1978	Superintendents	21.7%	55.4%	17.3%	5.4%	1.0%
	School Board Presidents	21.7	56.5	13.0	8.6	0.0
1996*	Superintendents	53.5	39.5	4.7	2.3	0.0
	School Board Presidents	33.3	47.6	16.7	2.4	0.0
Some jobs here should remain "men's jobs" and other jobs should remain "women's jobs"						
1978	Superintendents	14.1	36.9	20.6	27.1	2.1
	School Board Presidents	17.3	30.4	8.6	43.4	0.0
1996*	Superintendents	40.7	39.5	11.6	7.0	1.2
*	School Board Presidents	30.2	44.2	11.6	14.0	0.0
I somewhat resent women's attempts to get more power here						
1978	Superintendents	15.2	65.2	13.0	6.5	0.0
	School Board Presidents	8.6	73.9	8.6	8.6	0.0
1996*	Superintendents	48.8	44.2	4.7	2.3	0.0
*	School Board Presidents	30.2	58.1	9.3	2.3	0.0

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
With few exceptions, a woman's place is basically in the home					
1978 Superintendents	20.6%	58.6%	10.8%	9.7%	1.0%
School Board Presidents	17.3	60.8	8.6	8.6	4.3
1996* Superintendents	51.8	38.8	4.7	4.7	0.0
* School Board Presidents	48.8	43.9	4.9	2.4	0.0
I would work for a female supervisor if need be					
1978 Superintendents	2.1	13.0	13.0	52.1	20.6
School Board Presidents	4.3	4.3	13.0	65.2	13.0
1996* Superintendents	8.1	8.1	5.8	46.5	31.4
* School Board Presidents	4.7	2.3	9.3	51.2	32.6
A person of either sex could do my job well					
1978 Superintendents	3.2	13.0	15.2	46.7	22.8
School Board Presidents	0.0	30.4	4.3	43.4	21.7
1996* Superintendents	8.1	8.1	8.1	46.5	29.1
* School Board Presidents	2.3	2.3	7.0	51.2	37.2

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.

ORGANIZATIONAL POLICIES (cont.)		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Women are as serious about their jobs as men are						
1978	Superintendents	1.0%	9.7%	10.8%	56.5%	22.8%
	School Board Presidents	0.0	4.3	13.0	56.5	26.0
1996*	Superintendents	5.8	7.0	5.8	43.0	38.4
	School Board Presidents	2.3	0.0	7.0	48.8	41.9

*($p<.01$)

Note: Percents do not always add up to 100.0, because the percent who did not respond to specific items is not shown.